

Special Educational Needs Policy (SEN)

Definitions:

The Special Educational Needs and Disability Code of Practice 2014 states that:

“A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

“Special educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.”

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.

Pinewood Infant School works under guidance and principles set out in the Code of Practice 2014:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It should be read in conjunction with the School Information Report that forms part of the statutory requirements as stated in the Code of Practice. This is available on the website.

Aim of Policy:

Our aim at Pinewood is to provide an inclusive, broad and balanced curriculum that is accessible for all children, from Early Years to the end of Key Stage 1.

This includes any child who, at any time, might be in need of special educational provision with regard to four areas of learning:

- Communication and interaction,
- Cognition and learning,
- Social emotional and mental health difficulties or
- Sensory and /or physical needs.

The curriculum should be made fully accessible and relevant, taking into account each child's abilities, behaviour and learning styles. Each child should be helped to achieve their highest individual potential by removing identified barriers to learning.

We aim to provide children with skills to support their learning, to become more independent when learning and to persevere.

Where a child does have special educational needs, parents should be supported to understand their child's needs and given guidance on how best to support their child. The child should be involved, where practicable, in decisions affecting this provision.

Objectives of Policy:

To ensure that measures are in place that –

- 1) ensure early identification and provision for every child who may have special needs; barriers to learning are identified and addressed.
- 2) ensure each child's needs are fully met, with appropriate support so that each child is able to realize their full potential and optimize their self-esteem.
- 3) ensure there is appropriate, sufficient and documented monitoring and review of children's progress.
- 4) the recommendations from the Code of Practice are implemented.

Admission Arrangements

No child will be refused admission to our school on the basis of his or her special educational need, ethnicity or language need. In accordance with the Equalities Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The school will follow its Admission Policy when considering applications for admitting pupils who have special educational needs. Children placed in the Resourced Provision for SLCN are identified and admitted via the Local Authority Hampshire

We recognise that it is our duty to make 'reasonable adjustments' to avoid disadvantage to any pupil with a disability.

S.E.N. Policy procedures

The school has adopted procedures based upon the Department for Education's Code of Practice on the identification and assessment of Special Educational Needs and the Hampshire criteria of SEN which supports this. Identification and assessment of SEN, planning, evaluation and recording progress all therefore follow a cyclical approach:

"The Graduated Approach" was outlined in Chapters 6.44 to 6.56 of the CoP 2014.

Children are identified as having Special Educational Needs through a variety of ways including the following:-

- A child whose needs match the descriptors and criteria as stated in the Hampshire Special Educational Needs Support guidance.
- Liaison with pre-schools/previous school
- Concerns raised by parent/carers
- Concerns raised by teachers regarding a child's development or progress.

In response to these concerns the school will investigate the degree of difficulty a child may be experiencing in the area of concern. Initially the school will use internal tools to investigate concerns raised such as in-class observation and a range of developmentally appropriate assessments. In consultation with parents the school may contact outside agencies for further investigation and advice.

Assess:

As a school, children's progress in learning is measured against age related expectations as outlined in the Early Years Foundation Stage and National Curriculum.

The class teacher continually assesses each child and notes areas where they are improving as well as where further support is needed. As a school staff track children's progress from entry at Reception through to Year 2, using a variety of different methods e.g. phonic tracking.

In addition we may also use standardised testing for certain areas of learning where deemed appropriate for children e.g. Sandwell for Mathematics, Language Link for understanding and the Wakefield Progression Spines for KS1 progress tracking.

Plan:

Children who are not making expected progress are discussed at Pupil Progress meetings with the class teacher, SENCo, SLT and the Headteacher. In this meeting a discussion takes place concerning potential barriers and what further support can be given to aid their progress.

Do

All children with Special Educational Needs have an Individual Education Plan (IEP) which contains Specific, Measurable, Achievable, Realistic, Time scaled (SMART) targets to meet their required areas of development and explain the intervention or support put in place.

Review:

When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target the reasons for this will be discussed then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. If the child has made progress but still requires support new targets will be set.

Additional support

The class teacher delivers high quality teaching to all children. Where appropriate for specific children and/or groups of children staff will adapt the learning by:

- Teaching skills in one-to-one or small groups
- Adapting the environment or routines for example, providing specialist resources, visual timetables, individual work stations.
- Ensure the teaching and work set is at an appropriately differentiated level. For example, this might mean that in a lesson there would be a number different levels of work set for the class, including work being individually differentiated/personalised where appropriate.

All interventions are embedded within school practice and are seen as an integral part of curriculum and special needs provision.

Statutory Assessment.

Occasionally Statutory Assessment is considered for a child who has complex needs and is thought to need an Education Health Care Plan (EHCP). This takes place either by school referral, parental request or from other agency requests. The opinions of all agencies involved are sought through a multi-disciplinary assessment. Provision in school continues taking into account any advice given. EHCPs do not always bring about an increase in the level of support available to the child as their needs should already be met within school. An EHCP may be sought if it is felt that a different type of provision would be more suitable for the child. The LA decides whether or not an EHCP is necessary, based upon whether it is satisfied that the child's needs are significant, long term and complex and cannot be met by school resources. Should an EHCP be held by a child, then this will be reviewed bi-annually in Foundation Stage and annually in Key Stage One according to the recommendations in the Code of Practice.

Roles and Responsibilities**Governors**

It is the responsibility of the school's governing body to ensure that the necessary provision for any pupil with Special Educational Needs is made. The day to day management is delegated to the Headteacher and the SENCo. In practice this is a shared responsibility as the class teachers, LSAs, SENCo and Headteacher all have a duty towards children with SEN. It is to the Governors that they are ultimately responsible. The Governing Body appoints a Special Needs Governor to take an interest in this area of the school's work. They meet regularly with the SENCo and report to the Governing body. Relevant school and LA data is discussed.

Headteacher

The Headteacher liaises with the SENCo and Governing Body to ensure the SEN policy is implemented.

Class Teacher

The SEN Code of Practice 2014 states: “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”.

Class teachers are responsible for the on-going assessment of all the children in their own class and for keeping appropriate records. Tasks are differentiated and a variety of teaching strategies employed in order to meet the varying needs of the children. Class teachers are responsible for the initial identification of difficulties, liaising with the SENCo and maintaining the SEN file within their class.

SENCo

The teacher responsible for co-ordinating SEN within the school is Mrs Carolyn Burleigh. Her role is to:

- liaise with and advise colleagues on assessing and making provision for children with special educational needs.
- maintain the school's Special Educational Needs register and oversee the records of all children with Special Educational Needs
- work with the staff team to develop effective ways of overcoming Barriers to Learning
- contribute to effective teaching through analysis/assessment of needs/monitoring impact of provision and by target setting
- liaise with parents of children with Special Educational Needs.
- lead the Learning Support Assistant Team.
- liaise with external specialists, e.g. the educational psychology and health services.

Learning Support Assistants (LSA)

Learning Support Assistants work under the direction of the class teacher and/or the SENCo. In addition to providing in-class support they also withdraw children both individually and in small groups. They liaise with class teachers over the needs of individual children and have regular discussions with the SENCo with regard to implementing programmes of work, developing independence, accessing resources etc. Some of the LSAs have had additional training to support children with specific interventions such as Speech and Language therapy support, literacy and numeracy interventions, Emotional Literacy Support, etc.

In-service training

There is considerable experience in meeting the needs of children with SEN amongst the staff team and all have attended relevant training periodically.

Training opportunities are available from outside agencies as well as `in house` expertise which is readily available.

Additional members of staff have had training in delivering Speech & Language programmes from Speech & Language Therapists and the Educational Psychology Service.

Learning Support Assistants (LSAs) have had training in delivering a variety of reading, maths and spelling / phonics programmes.

Class teachers regularly receive training on aspects of Special Educational Needs and have access to online training and resources.

If a child joins Pinewood with needs with which the staff are not familiar the school will seek support through appropriate agencies, liaise carefully with the child's previous school, contact local schools who have children with similar needs to seek advice and consider appropriate training courses for staff.

Finance

Additional funding is given to the school by the LA to help resource SEN support. This figure is agreed on an annual basis according to the needs of the children in the school during the previous year. Applications may be made for additional funding for children whose needs are more complex and therefore require additional support and intervention. The use of these funds are rigorously planned and allocated by need.

Complaints procedure

Initially any concerns regarding the school's Special Educational Needs provision will be discussed with the SENCo or the Headteacher. Any concerns parents/carers have will be listened to and the SENCo and Headteacher will endeavour to address these.

Any complaint by parents regarding the Special Needs provision within the school should follow the existing complaints procedure, a copy of which is available in the school office and on the school's website.

Liaison with Outside Agencies.

In line with the arrangements for SEN support the school works closely with a range of outside agencies. These include Hampshire Educational Psychology Service., Physiotherapist, Speech and Language therapist and Occupational Therapists. The SENCo liaises with the School Nurse and Paediatricians involved in the care of particular children.

These agencies may then further assess the child, provide specialist resources and programmes of support and monitor progress.

Transition and links with other schools

The school encourages all new children to visit the school prior to starting. For children with Special Educational Needs the school encourages further visits to assist with the acclimatisation of the new surroundings. To aid in transition from pre-schools staff from Pinewood may also visit the children in their current setting.

A social story style transition book is provided for those children who may find transition difficult and those who have on entry reduced understanding of language.

The school liaises closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If a child has complex needs, staff will attend any transition meetings planned for the child.