

Newport Infant School

Special Educational Needs Disability Policy

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Policy Lead	Chris Pierce
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SPECIAL NEEDS POLICY

At Newport Infant School we hold all our children in high regard and work together to ensure they are well cared for, safe, healthy, well educated and enjoy life. We aim to deliver a SEND offer that meets the needs of all children with a Special Educational Need and allows them to reach their potential.

Definition

A child has special educational needs if they have a learning difficulty or disability which calls for special provision to be made for them. A child who may have a significantly greater difficulty in learning than the majority of the children of the same age, and make little progress despite differentiated teaching. Special educational provision is additional to or different from that provided for the majority of their age group. We recognise there is a wide spectrum of SEND covering the four main areas of need:

- communication / interaction
- cognition / learning
- behaviour, social and emotional
- sensory and/or physical.

Principles and Aims.

- To give each child full access to a broad, balanced, relevant education including the Foundation Stage Curriculum, the National Curriculum, enrichment activities and OSHL where appropriate.
- To enhance the development of each individual child, taking into account intellectual, social, emotional and physical aspects of that development.
- To integrate children with learning difficulties, taking into account the needs of the individual, the needs of other children and the efficient use of resources.
- To support children with educational needs with personalised learning and/or behaviour programmes and where appropriate additional resources and/or support assistance.
- To recognise the importance of early identification of children with special educational needs.
- To work in partnership with the parents and child.
- To assess and monitor the child's progress carefully and to keep records of the learning programmes and teaching strategies.
- To ensure close co-ordination and co-operation between staff and other professional agencies (including LSAT, Educational Psychologist, BSS, Speech and Language, Occupational Therapy, Social Services, ISM, EWO and Health Authority agencies) in order to fulfill our responsibilities towards the individual child.

Admissions and Inclusions

Our admissions procedures admit pupils who are already identified as having special educational needs, both with or without an educational statement and are in line with the LEA policy on Inclusion. The school recognises that in some instances the admission arrangements may need modification. Each case is considered in circumstance in consultation with the parents and/or the LEA to provide the optimum outcome. We work closely with other professional agencies and parents to cater for the needs of each child and aim to treat each child fairly.

To ensure continuity of provision between the key stages liaison is made with the SENDCO's in the pre-school settings and with the SENDCO and Year 3 staff at Newport Junior School.

Working in partnership with parents

We acknowledge that parents hold key information and have a critical role to play in the education of their child. Through our home school agreement we seek to set up a partnership with parents where we all recognise our joint responsibility towards the child, including those with SEN. Parental support is sought from the initial stages of identifying any additional needs that a child may have. Information on the SEN support in our school and on the Parent Forums and Partnerships is then given to ensure parents are provided with practical advice and emotional support on issues relating to their child's particular needs. School actively seeks to consult with parents and keep them informed in the following ways:

- Provision maps identifying a child's specific targets and support
- Annual Reviews for children with EHCP's
- Advice on how parents can support their child's learning at home and guidance as to SEN procedures and practice. (Appendix 1)

We value parental contributions in any decision-making procedures. Parental permission is always sought before the child is referred to any outside agency.

Pupil Participation

All children in our school are encouraged to share in the monitoring of their work and in evaluating their progress. Children who require support beyond the universal offer at our school access a range of interventions. These sessions aim to address specific targets identified on their personal learning plans. The targets are reviewed on a three weekly rolling programme by teachers and are selected as follows:

Children accessing internal support only- targets may be directly linked to work targets or other appropriate targets set by the class teacher relevant to the child's specific needs.

Children involved with services outside school- targets will reflect work targets and objectives set by outside agencies involved in the provision made for the child.

Children with an EHCP- targets will reflect work targets and objectives set by outside agencies involved in the provision made for the child and will be linked to the objectives of the plan.

Children with education health care plans are able to make a contribution to the Annual Review process by assessing their own work and needs.

Teaching and Learning

Teaching children with a Special Need is seen as a whole school responsibility.

- Work should take account of individual children's needs, ability and learning style.
- Work should take account of the Foundation Stage and the National Curriculum.
- Work may be part of the Topic or based on basic skills and concepts.
- Teaching may be in a group or on an individual basis and where appropriate in class or by withdrawal.
- Teaching may involve the use of extra resources.
- Teaching involves carefully differentiated planning with group or individual learning programmes and sets appropriate learning challenges. (Appendix 2 - Provision Map).
- Teaching should encourage the child to work independently and to concentrate on the task in hand.
- Teaching should involve the child in evaluating their own progress.

We acknowledge that children with emotional and/or behavioural problems may have difficulties in learning and may inhibit other children from working and we endeavour to use some or all of the following strategies for managing behaviour problems:

- class rules
- Golden Time rules
- PSED policy to boost self-esteem
- Circle Time
- rewarding positive behaviour
- turning the negative into the positive
- Nurturing
- encouraging the child to make the "right choice"
- being consistent (whole staff awareness to reinforce expectation)
- rewarding task completion
- ensuring the class is organised appropriately
- differentiation of curriculum as appropriate to the individual child's needs
- ensuring children know and understand what they have to do
- teaching by example / good role models
- parental involvement

(Appendix 3 - Suggestions for classroom management for children with attention difficulties -The Behaviour Support Service

Appendix 4 - Suggestions for managing outbursts of anger in children - The Behaviour Support Service)

Identification and Assessment

At Newport Infant School we feel it is vitally important to make an early identification of any child

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who may have special educational needs. Intervention/provision can then be made for these children which is additional to or different from that of the rest of the class.

Identification of a Special Need is based on:

- class teacher observation/assessment.
- concern expressed by parent/family.
- concerns expressed by the Early Years setting.
- Health Service/Telford Children's Centre advice.

The triggers for concern may include:

- Making little or no progress despite differentiated class/group teaching or participating in interventions.
- Showing signs of difficulty in developing literacy or numeracy skills.
- Presenting persistent emotional or behavioural difficulties.
- Having sensory or physical problems.
- Having communication and/or interaction difficulties.

STAGES OF ASSESSMENT

The act of placing a child on the SEN register is seen as either

- a need to make provision above and beyond that usually offered to children in school
- or tailored specifically to meet the needs of the child.
- or a commitment to ensure that a child accesses a range of provision open to a number of children in school SEND and non SEND.

Initial Intervention

Children may receive support purely within the classroom setting with targeted support by the Teacher and Teaching Assistant as part of the normal course of the day. They may, where appropriate access intervention groups that will support them in meeting the targets of their Provision Map.

- CT's observation of learning/emotional/behavioural problem leading to differentiated planning and work set out in a group or individual education plan (Provision Map)
- CT liaison with SENDCO and/or HT for advice and confirmation on teaching programme and use of resources.
- CT and/or SENDCO/HT liaison with parent to discuss child's difficulties and inform them of the Parent Partnership scheme.
- In class monitoring.
- Access to cohort and whole school interventions
- Extra provision/support through TA in class or in individual/group withdrawal.
- Provision of additional/different learning materials or equipment.
- Review of child.
- Assessment by SENDCO

- Access to LEA Support Services (if or when necessary) for one-off advice on strategies/equipment/staff training.

If a child continues to make little or no progress despite the individualized learning/behaviour programme the Class Teacher, SENDCO, Headteacher and Parents will meet to consider access to outside agencies who may offer specialist assessment or support.

Intervention with outside agencies

Children will receive support within the classroom setting with targeted support by the Teacher and Teaching Assistant that addresses the targets set by school and those set by the outside agencies involved with the child's progress. They will access appropriate intervention groups that support them in meeting the targets of their Provision Map.

- Referral to external agency e.g.
 - LSAT for assessment of learning problems and advice on programmes and resourcing and possible referral to EP.
 - BSS for assessment of behavioural/emotional difficulty, advice on programmes/strategies and in-service for staff.
 - EP for assessment of learning problems, advice on programmes and in-service for staff.
 - Health Authority agencies including Hearing/Visually impaired; Disabilities team; Speech and Language Therapists.
 - Social Services
 - CAMHS for assessments of the child's needs. This assessment will also show if there are any other problems in the child's life or in his or her family.
- Liaison with parents and outside agency.
- Individual programme implemented by CT and/or TA/LSA based on professional advice.
- Review of child

Formal assessment takes place where a child has accessed the interventions and individual targeting and provision in line with the advice of outside agencies and there has been no progress made in narrowing the gap between their attainment or behaviour compared to age-related expectations. In order to proceed to formal assessment there needs to be a body of evidence from all parties involved with the child that meet the criteria of the SEN Code of Practice (Appendix 5). Formal Assessment can take place as a result of:

- School/Parent request to the LEA for Statutory Assessment.
- Assessment of the pupil's difficulties by external specialists.
- Physical vulnerability due to health issues/disability

Education Health Care Plan (EHCP)

- The EHCP drawn up by the LEA in consultation with external specialists specifies the long and short term learning targets and the necessary provision required to meet the needs of the child.
- An Annual Review of the Statement is held when parents, school, LEA and all professionals involved are able to consider the progress the pupil has made; set new learning targets and determine whether any amendments should be made to the Statement (including modifications of the N.C. and/or SATS)

When a child is granted an Educational Statement they will receive funding for a package of support that will include individual, small group and intervention group time. It is the responsibility of the HT, CT and SENDCO to organise this package in order to best address the objectives set by the authority within the Plan. EHCP's are issued in bands which relate to a level of provision across a week rather than an allocation of hours per child. Costed Provision Maps are created for children who receive funding to demonstrate how the monies have been spent.

The provision of resources i.e. TA/LSA support and/or additional equipment is set against the delegated SEN funds provided in the school's budget by the LEA. Management of these funds is the responsibility of the SENDCO under the direction of the HT and Governors.

Assessment

Assessment is seen as a partnership between teachers, other professionals and parents in a joint endeavour to discover and understand the nature of the difficulties and needs of the individual child.

We acknowledge that it is seen as important that Assessment and individual programmes are seen as on going and that the child's progress must be carefully monitored. Individual programmes are assessed during and at the end of each unit and the development of further learning targets are based on this assessment. The Review undertaken at each Stage will consider the progress made by the child; the effectiveness of the present targets/learning objectives and the necessity for any

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further action including whether

- the child still needs special help
- the child can be removed from the SEN register
- the child is achieving targets, meeting expectations(emotional, behavioural , learning)
- to draw up a new Provision Map
- to involve parents helping at home.
- to set a further Review date.
- to move the child on to the next stage and seek further advice
- to complete a Common Assessment Framework where a Lead Professional will be appointed to work directly with the child and family.

Success Criteria

To judge the success of our Special Needs Programmes we use all/some of the following indicators:

- removal of pupil from SEN register
- movement of pupils down stages
- success in meeting Provision Map targets
- progress in reading/writing/spelling/numeracy work in class
- parental satisfaction

Complaints Procedure

Any parent dissatisfied with the SEND provision for their child is able to discuss this with the Class Teacher and/or SENDCO and Head Teacher. If their concerns remain they are able to contact the Governor with SEND responsibility who would bring the matter to the Governors' attention if necessary.

Responsibilities of the Special Needs Co-ordinator

- Formulating, operating and reviewing the SEN policy.
- Overseeing the day-to-day operation of the SEN policy.
- Overseeing the records and Provision Maps of all SEN children.
- Liaising with and advising class teachers and Learning Support Assistants.
- Ensuring the HT and staff are kept informed of relevant information from INSET or changes in Government guidelines.
- Contributing to the in-service training of staff.
- Representing the school on matters relating to children with SEN.
- Monitoring and assessing children at "School Action"
- Liaising with external agencies including Outreach Advisors, LSAT, EP and Health Authority services.
- Liaising with parents.
- Managing SEN resources.

School based records

SEN Register is kept in the Administrator's office as part of CMIS data.

Each class has an SEND folder which contains:

- all records and reports, parental consent for children in that class who are on the SEN register or involved in TAC and CAF procedures
- a set of indicators for a range of behaviours and difficulties to act as initial concerns for class teachers, along with a series of ideas for interim support for use in the period between raising concerns and assessment. (Appendix 6)

Confidential reports/letters regarding safeguarding are held by the Head Teacher

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Current Educational Provision

SENCO - Mrs Emma Robson
Special Needs Governor - Mrs Tina Baseley
Teaching Assistants:

Mrs Ann Cotterill - Makaton, ELKLAN, ASD
Mrs Karen Higgins - Fun With Movement OT support for children with physical difficulties.
Mrs Michelle MacInnes - Speech and Language
Mrs Louise Mellings - ELKLAN

Learning Support Advisory Teacher - Mrs Julie Houghland
Educational Psychologist - Mrs Jane Parks
Speech Therapist - Mrs Jane Eardley,
BSS Advisory Teacher - Mrs Claire Osborne
EWO - Mrs Trina Elliott

Current provision:

- Annual in-service training for teaching and support staff
- Release time for SENCO monitoring and assessing SEN pupils
- Provision of Learning Support Assistants for Statemented children.
- Provision of Teaching Assistant support time in class
- Purchase of external agency advice e.g. LSAT and BSS support
- Purchase of resources pertinent to need which are held centrally in Base 10 and within each class.