



Loddon Infant and Nursery School

Disability and Special Educational Needs Policy

This document, based on the Special Educational Needs Code of Practice, sets out the principles, objectives and procedures dealing with Special Educational Needs (SEN) at Loddon Infant and Nursery School.

It was reviewed and approved by the Curriculum Committee during the Autumn Term 2012

This Policy is subject to constant evaluation and due for review during the Autumn Term 2015.

Signed: PRINT NAME

Date:

All teachers are teachers of SEN. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having SEN.

Some pupils find work difficult because their first language is not English. They do not have SEN unless they also have a learning difficulty.

Behavioural difficulties do not necessarily mean that a child has a special educational need.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Our objectives in making provision for pupils with SEN:

- We value all the pupils in our school equally.

- To ensure that all pupils have access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with SEN to join in with all the activities of the school.
- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole.

Governing Body

The School Governors have specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has SEN
- ensure that pupil's needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEN
- ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that SEN provision is being made for the child.

In doing so Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to

parents annually on the implementation of their SEN policy. The SEN Governor is Mrs Juliet Clifton-Parks.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SEN Co-ordinators. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Helen King. She can be contacted in school in person or by letter. The responsibilities of the SENCo include:

- Co-ordinating provision for pupils with SEN
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Liaising and working in partnership with the parents of pupils with SEN
- Meeting each term with the Educational Psychologist and a member of the School Support Team to review progress of identified pupils and to identify those needing further assessment
- Liaising and working in partnership with external agencies including the Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Parent Partnership Service, School Nurse, Speech and Language therapists and other Medical Services.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

Specialist facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties and the school has full wheelchair access. There is a toilet for the disabled.

The governors will always make every effort to accommodate a pupil's particular needs and would work with the LEA to make further improvements to facilities.

Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term structured national support programmes such as Early Literacy Support.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Headteacher and the Governing Body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Differentiation

Differentiation means teaching a pupil in ways and at levels that match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation, but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEN. The SENCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having SEN if additional or different action is being taken.

Early Years Action and School Action

Through Early Years Action/School Action, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCo. The SENCo will gather information from the pupil, parents and class teacher. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on up to three individual targets that match the pupil's needs.

The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

The IEP will be reviewed at least once a term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target setting and review process.

Support available to pupils through School Action includes e.g.:

- In class support
- Small group work
- 1:1 support
- Playtime support for pupils with emotional and behavioural difficulties

Early Years Action Plus and School Action Plus

If the pupil does not make adequate progress receiving Early Years Action or School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Physiotherapist and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **Early Years Action Plus and School Action Plus** will be similar to that made for **Early Years Action and School Action**, but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress. The IEP will have fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **Early Years Action Plus or School Action Plus** provision.

A number of pupils may have statements of SEN. In addition to the regular review of their IEP's, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Arrangements for training and development of all staff including Support Assistants and Mid-day Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year, which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs is included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities.

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in the pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with SEN.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend reviews.

Pupil participation

Pupils and young people with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to IEP's, discussions about choice of schools and transition processes.

Links with other mainstream schools and special schools

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. The SENCO will liaise with the SENCO of the other school to ensure that effective arrangements are in place to support pupils with SEN.

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.