

Hendre Infants School



Nurture Believe Achieve

SEN Policy

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Hendre Infants School

Policy for Special Educational Needs

Rationale:

Hendre Infants School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Hendre Infants School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different

groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hendre Infants School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full

potential.

Hendre Infants School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Coordinator takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area. There is a SEN Governor.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCo, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at School Action or School Action Plus.

6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. All class teachers assess their children on a termly basis.
2. Class teachers and support staff review the progress of all children as well as children with a current IEP.
3. The class teacher meets with all children with an IEP individually to review their IEP, discuss progress and write a new IEP if necessary. The child, if appropriate brings their work to this meeting to discuss how they feel they have progressed towards achieving their targets. Parents are invited to attend this meeting.
4. The IEP is agreed with the SENCo and parents. A copy is given to the child to display in their book.
5. The SENCo then updates the SEN database and analyses any changes.
6. The SENCo updates the provision map, showing the extra provision afforded to

each child with an IEP.

7. At other times, the SENCO will be alerted to newly arising concerns through informal conversation.
8. Where necessary, reviews will be held more frequently than three times a year for some children.
9. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
10. The SENCo monitors planning for SEN supports year group teams with curriculum planning.
11. The SENCo, together with the monitoring and evaluation cycle, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
12. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by allocated TAs throughout the school. This is funded from the schools annual budget and Inclusion monies. The support timetable is reviewed annually, by the SMT in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
13. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The schools system includes reference to information provided by:

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools (NFER, CATs)
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the schools observations and assessment data and following a discussion between the child, class teacher, SENCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

The current criteria for **School Action** and **School Action Plus** are described in

'Criteria for Assessment' (Caerphilly County Borough Council)

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress

- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO.**

A child receiving support at **School Action** will have an Individual Education Plan. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the Pupil Friendly IEP model (Gillian Shotton) with minor adaptations for this purpose.

Monitoring will be carried out on a regular basis. Significant achievements and difficulties will be recorded. Individual Education Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The review takes place with the child and parent (if possible).

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA whose weekly Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The Schools Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends meetings and training to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit.
- The LA Advisory Teachers visits regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example dyslexia or EBD (in line with

assessment criteria)

- Teachers from the Sensory Impairment Service work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Paediatrician
 5. Speech Therapy
 6. Physiotherapy
 7. Occupational Therapy
 8. CASS
 9. GEMSS
 10. Hearing/Visual Impaired Services

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent

thinks this is appropriate.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as needs are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

The SENCo will meet with the SENCo from a feeder infant school to discuss the needs of pupils entering Year 3.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further

discuss the child's needs. At transition to secondary school the SENCO will discuss individual pupil needs with the receiving school.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCo or Headteacher if there is a concern they would like discussed.

Inclusion Principles

- Staff at Hendre Infants School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most

appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

Hendre Infants School is a single site school with Nursery, Key Stage 1 and Key Stage 2 departments. There are laundry facilities available and the school has a disabled toilet. There is a lift to facilitate access to upstairs. Good lighting and safety arrangements have been made for all visually impaired children. Children requiring equipment due to an impairment will be assessed in order to gain the support they require.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly base curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all

pupils. It is recognized that this policy has an overarching remit throughout the school and applies to all other curriculum policies.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Hendre Infants School Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There is Nursery provision on site. Children identified prior to joining the school as having additional needs will be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet

their identified needs.

Incorporating disability issues into the curriculum

- The PSE curriculum includes issues of disability, difference and valuing diversity.
- The resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

Hendre Infants School is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to a special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Listening to disabled pupils and those identified with additional needs

Hendre Infants School Primary School encourages the inclusion of all children in the School Council and other consultation groups.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and

meeting itself accessible and unintimidating. The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

Hendre Infants School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas of the school that is accessible.

Disability equality and trips or out of school activities

Hendre Infants School tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our afterschool activities.

Evaluating the success of the Schools SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.
- An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2.
- A reduction in behaviour incidents and exclusions.

We report progress against these targets to the governing body, who in turn report to

parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes. SEN and Inclusion is a standing agenda item and is reported by Headteacher to Governors.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place daily, termly and within each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report.

The policy itself will be reviewed annually by the schools senior management Team and SENCO.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first

instance, raise it with the SENCo, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.