

**FOREFIELD COMMUNITY INFANT AND NURSERY
SCHOOL**



SPECIAL EDUCATIONAL NEEDS POLICY

Update September 2016 - Vanessa Buckley - S.E.N.C.O

Review September 2017

Special Educational Needs Policy

Introduction

This policy has been developed following consultation with staff and Governors and with guidance from Sefton's Advisory Inclusion Service. Inclusion at Forefield Community Infant and Nursery school is embedded within all areas of the curriculum. Each child is respected as a unique individual with their needs catered for through creative approaches to teaching and learning that focus on quality first teaching. At Forefield Community Infant and Nursery School we recognise that some of our children will present with differences which will affect their learning. We aim to give all of these children the opportunity to achieve to the highest standard and so we ensure that such differences are responded to sensitively and consistently both in and outside of the classroom to ensure that each child fulfils their potential.

Roles and Responsibilities

The staff who support pupils with special educational needs at Forefield Community Infant and Nursery School are:

- Mrs. E Haney - Head teacher
- Mrs. Alex Walker- Governor responsible for Special Educational Needs.
- The child`s class teacher.
- Mrs. V Buckley - Special Educational Needs Coordinator (S.E.N.C.O.)
- Mrs. T Boardman - Pastoral and Educational Support Coordinator and Parent Support Advisor
- Appointed members of staff to support individual programmes of work.

Outside Agencies:

Due to the range of needs pupils bring to Forefield Community Infant and Nursery School, it is inevitable that staff will work alongside a number of support agencies and professionals for advice and direct support as appropriate. These outside agencies include, (this is not a definitive list),

- S.A.I. S. - Sefton Advisory Inclusion Service.
- Mrs. A. Bennet Warne - Educational Psychologist
- Mrs. L. Chester - Inclusion Consultant
- Mrs. J Ramoutar - Early Years` Support Service
- Mrs. Sarah Malm - School Nurse.

Links have also been developed with pre-school establishments and our Junior School to support transition and enable identified children to be supported. The class teacher and Special Needs Co-ordinator are responsible for initial contact, and liaison will continue between appropriate staff. The SENCO and head teacher liaise with the appropriate staff at the Junior School to ensure continuity of support and a smooth transition between schools.

The key responsibilities of the Special Needs co ordinator.

The SENCO responsibilities are:

- Overseeing the day-to-day operation of the school's SEN Policy
- Liaising with and advising fellow teachers on strategies and approaches to learning
- Working closely with the Senior Leadership Team to co-ordinate provision for children with SEN.
- Advising on a graduated approach to learning
- Liaising with teachers to make sure that all SEN documentation is kept up to date
- Managing and supporting Teaching Assistants who are employed to support children with SEN
- Collaborating with curriculum leaders to ensure quality first teaching for all
- Tracking support plans and decisions for all children with SEN in school
- Overseeing the records of all children with SEN
- Contributing to the in-service training of staff
- Working alongside staff in the review process and setting of targets
- Working alongside staff when liaising with parents of children with SEN
- Liaising with external agencies including S.A.I.S, Health and Social Care.
- The transition of children with SEN to the Junior School

Definition of Special Educational Needs

Children have special educational needs if they have a ***physical or learning difficulty*** that calls for ***special educational provision*** to be made for them.

Children have such a ***difficulty*** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is that, which is **additional to**, or **otherwise different from**, the educational provision made generally for children of their age at Forefield Community Infant and Nursery School.

Our Special Educational Needs provision falls in line with the recommendations of the Disability Discrimination Act where it states children with disabilities must be catered for. These children may be identified as having *` a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities`*. (DDA 1995).

Initial concerns and procedure

On entry to school new parents are encouraged to share information regarding their concerns linked any differences that their child may have with the class teacher. The S.E.N.C.O will then keep a record of these children and will oversee any regular observations linked to identify need. All children are taught by teachers who aim to deliver lessons that motivate and inspire all children. Each child's progress is monitored through data analysis each half term. It is integral in supporting a child with SEN to identify early in their school life any potential barriers to learning and appropriate intervention be put in place to support them to fulfil their

potential. Any child who is making limited or no progress will be highlighted at data capture and be offered enhanced support within the specific need by the school Intervention Team. If the child continued to make limited or no progress then they will be placed on the school's Special Educational Needs list and a Support Plan highlighting the key area of need alongside an agreed strategy or strategies to support progression implemented. This will be monitored linked to effectiveness at the next data capture and be assessed. Key area of SEN are highlighted below:

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

The Graduated Approach

At Forefield Community and Infant School the process for implementing SEN support is in line with the standards within the new Code of Practice incorporating the four stages of the Graduated Approach.

Assessment:

The school will gather information from parents, outside agencies and any other relevant people involved in the care or education of the child. In order to gain an accurate picture of the child the pupil's needs, attainment, anticipated end of key stage targets, intrinsic motivators and appropriate teaching strategies that are individual to the child.

Plan:

A support plan is aimed to outline learning goals with specific achievable outcomes. Each plan should include:

- Quality First Inclusive teaching approaches that motivate and inspire all children in the classroom
- Clear appropriately monitored and reviewed interventions that are successful in achieving specified targets

- Additional focused support from a teaching assistant in class to elicit independence in learning and to develop the child's relationship with the child's class teacher
- Additional equipment and adaptations necessary to the child needs in relation to access to the curriculum and extended life in school i.e. clubs
- Consultation with the child and their parents to ensure partnership working linked to special need via the Pastoral and Educational Support Coordinator and Parent Support Advisor and SENCO.

Do:

Support plans and bespoke paperwork will provide the clarity and consistency of individualised support. The class teacher manages the plan and are accountable for the outcomes. The school SENCO will monitor the delivery of teaching and the impact this has on learning through classroom observation and half termly data capture

Review:

Support Plans will be evaluated termly in consultation with the class teacher and parents and next steps planning via a further plan or if the child has made expected progress then a plan will no longer be needed.

Additional Options:

Further outside agency involvement will be requested should the child continue to make limited or no progress so as to gain a clearer understanding of the child's need.

High needs funding may be applied for should the child need above the school contribution threshold. This will be actioned by the head teacher alongside the SENCO.

Educational Health Care Plans:

EHC Plans are implemented where the special educational provision necessary to meet the child needs cannot be reasonably provided within the resources normally available to mainstream schools and early years setting. Where this occurs school will request a referral for an assessment to the local authority

The information presented to the LA when considering an EHC may include:-

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant.
- For Key Stage One children who's National Curriculum level attainments in literacy and mathematics, (or P scales for children are operating below NC levels)
- For Foundation Stage children who have a low level of attainment in one or more areas within the Early Years Foundation Stage any assessments that have been made
- Educational and other assessments, for example from an advisory Specialist Support Teacher or an Educational Psychologist
- Views of the parent and the child
- Involvement of other professionals such as Health, Social Care or Education Welfare Service

Annual review of an Educational Healthcare Plan:

All Educational Health Care Plans must be reviewed at least annually with the parents, the pupil and the LA. During the Annual Reviews the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

Supporting children with medical conditions:

Forefield Community Infant and Nursery School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Adaptations to learning

Differentiation is essential to support children's learning. This might take the form of differentiated input from the teacher, differentiated tasks set for the children, use of a variety of resources to support children's needs, support from others in the class or targeted intervention or adaptations to the environment. The national curriculum clearly states that teachers should respond to pupils' diverse needs through carefully considering the role that the following which:

- Focus on effective learning environments where adaptations are made if needed
- Create bespoke resources that support ownership and independence linked to learning behaviour
- Ensure children are motivated and concentrate on providing lessons that motivate and inspire all
- Use teaching approaches that ensure equality of opportunity focusing on a "can do" approach
- Make use of appropriate assessment approaches to monitor progress
- Set the children (achievable) targets for learning

Overcoming potential barriers to learning and assessment for individuals and groups of pupils:

To overcome potential barriers teachers will take into consideration the following specific needs of children, and how these might affect children's approaches to learning:

- SEN (e.g. Asperger Syndrome, Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD), general learning difficulties)
- Difficulties with communication, language and literacy
- Behaviour difficulties
- Physical impairment
- Emotional difficulties

- English as an additional language (EAL)
- Race and ethnicity
- Religious belief
- Gender issues
- Social background
- Ability.

Teachers will also need to be aware of what children bring to their learning, from home and their prior experiences. They need to ensure that children from different cultures, with different religions and worldviews, have full access to the curriculum. They need to ensure that their cultures are reflected in the classroom environment, and that no child is inhibited in their learning because of gender.

Consideration of the following issues will assist the teacher in planning for an inclusive curriculum, and ensuring equal opportunities for all.

- Employing multi-sensory teaching and learning approaches
- Adapting the classroom to suit the needs of individuals:
- Planning an accessible curriculum for all
- Differentiating - using personalised strategies as are reflected in personalised learning profiles
- Giving consideration for the emotional well-being of the child and providing access to pastoral support in the Rainbow Room

Confidentiality

When dealing with anything related to any aspect of Special Educational Needs our School Confidentiality Policy should be adhered to. All correspondence and discussion should be handled sensitively by all concerned.

Partnership with Parents

The contribution that parents make to their child's education is extremely valuable and we attempt to develop strong links with all parents. This is particularly crucial for parents of pupils who have special needs. Partnership with parents plays a key role in enabling all children and young people with SEN to achieve their potential. The key knowledge, skills and opinions that parents bring to the school are invaluable in identifying a child's needs. The support that they can provide both at home and in school can be immensely beneficial to a child's progress. Parents are encouraged to inform the school (either class teacher or SENCO), of any problems or difficulties they feel their child may be experiencing. The school will also inform parents of any concerns that they may have. Parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. This will include active participation by parents in review processes.

Sefton Local Authority has a Parent Partnership office for parents to contact for support and advice with matters relating to school.

Complaints Procedure

If a parent wishes to make a complaint about the provision made for their child they should approach the class teacher or Special Needs Coordinator; every attempt will be made to resolve any concerns at this stage. If parents remain unhappy they should contact the Head teacher or the governor responsible for special needs. If they remain dissatisfied parents may then approach the Local Authority.

Relationships to other policies This policy should be read in conjunction with the policies on the school curriculum including Equality Act 2010, and Guidance on Assessment, Recording and Reporting.

Review of this Policy

This policy will be reviewed September 2017 with Staff and Governors

V Buckley - September 2016

