

FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Update July 2021 - Vanessa Buckley - SENCO

Review July 2022

Special Educational Needs and Disabilities Policy

Introduction

Inclusion at Forefield Community and Infant 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 within the classroom and main frame of teaching and learning so as 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
- Ms L Hollinshead - Governor responsible for Special Educational Needs.
- The child's class teacher.
- Mrs. V Buckley - Special Educational Needs and Disabilities Coordinator (S.E.N.D.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):

- Mrs A Bennet Warne - Educational Psychologist
- Ms L Chester - Inclusion Consultant
- Mrs. J Ramoutar - Early Years Support Service
- School Nurse Service
- OT - Occupational Service
- SaLT - Speech and Language Service

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 and Disabilities Co-ordinator are responsible for initial contact, and liaison will continue between appropriate staff. The SENDCo and head teacher liaise with the appropriate staff at the Junior School to ensure continuity of support and a smooth transition between schools.

Responsibilities of the SENDCo

The key responsibilities of the Special Needs and Disabilities Co-ordinator are:

- overseeing the day-to-day operation of the school's SEND 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 SEND.
- advising on a graduated approach to learning
- liaising with teachers to make sure that all SEND documentation is kept up to date
- managing and supporting Teaching Assistants who are employed to support children with SEND
- collaborating with curriculum leaders to ensure quality first teaching for all
- tracking support plans and decisions for all children with SEND in school
- overseeing the records of all children with SEND
- 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 SEND
- liaising with external agencies including S.A.I.S, Health and Social Care.
- the transition of children with SEND to the Junior School

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same stage in mainstream schools, or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.'

(Section 20 of the Children and Families Act 2014)

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 SENDCo will then keep a record of these children and will ensure that regular observations linked to identified needs will take place to ensure a clear overview linked to developmental milestones is gained. All children are taught by teachers who aim to deliver lessons that motivate and inspire all children. Each child's progress is rigorously monitored through data analysis that happens each half term. It is integral in supporting a child with SEND 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 progress

below that expected linked to the EYFS profile will be put on the Special Educational Needs list and a support plan will be created, 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 by the Head teacher, class teacher and SENDCo via the assessment matrices and formative assessments. Key areas of SEND 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 Infants the process for implementing SEND support is in line with the standards within the new Code of Practice incorporating the four stages of the *Graduated Approach*.

Assessment

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 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 Co-ordinator and Parent Support Advisor and SENDCo.

Do:

Support plans and bespoke paperwork will provide the clarity and consistency of individualised support. The class teacher will manage the plan and is accountable for the outcomes. The SENDCo 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 no progress so as to gain a clearer understanding of the child's need.

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 EHCP may include:

- Individual Education Plans for the pupil
- records of regular reviews and their outcomes

- Information regarding the pupil's health including the child's medical history where relevant.
- for Key Stage One children whose National Curriculum level attainments in literacy and mathematics (or The Birmingham Toolkit 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 EHCP's must be reviewed at least annually via a multi-agency meeting which will include, parents, professionals and, where appropriate, the child. 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 our school who have 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 and Statutory Guidance on Supporting Pupils with Medical Conditions 2014.

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.

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 following:

- a focus on effective learning environments where adaptations are made if needed
- creating bespoke resources which support ownership and independence linked to learning behaviour
- ensuring children are motivated and concentrate providing lessons that motivate and inspire all
- using teaching approaches that ensure equality of opportunity focusing on a "can do" approach
- making use of appropriate assessment approaches to monitor progress
- setting 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:

- SEND (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 world views, 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 SEND Support Plans
- giving consideration for the emotional well-being of the child and providing access to pastoral support in the Rainbow Room

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 SEND 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 SENDCo) of any problems or difficulties they feel their child may be experiencing. The school will also share any concerns they may have with parents. Parents of children with special educational needs will be treated as partners and encouraged and supported to play an active and valued role in their children's education. This will include active participation by parents in review processes.

Complaints Procedure

If a parent wishes to make a complaint about the provision made for their child, they should approach the class teacher or SENDCo; every attempt will be made to resolve any concerns at this stage. If parents remain unhappy they should contact the Headteacher or the governor responsible for SEND. If parents remain dissatisfied they can then approach the Local Authority.

Relationships to other policies

At Forefield Community Infant and Nursery School we take safeguarding very seriously and all of our policies are developed in conjunction with our Safeguarding Policy, giving a high priority to children's safety. All of our school policies are interlinked and should be read and informed by all other policies. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010
- Schools' SEN Report Regulations 2014-08-30
- Accessibility Policy
- Safeguarding Policy
- Equality Information and Objectives
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2014

Review of this Policy

This policy will be reviewed July 2022