

# **WESTACRE INFANT SCHOOL**



## **SEN POLICY**

**Review date: January 2018   Co-ordinator: Mrs C Cooper**

**To be reviewed: January 2020**

# **Westacre Infant School**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

It is the aim of our school to provide for the educational needs of every child regardless of their intellectual, physical, emotional and social development.

We will provide a physical learning environment which will cater for the needs of children with Hearing Impairment, Visual Impairment and mobility difficulties.

We aim to provide an interesting, stimulating and enjoyable environment which encourages the growth and development of each distinctive individual child.

Every child is entitled to access the National Curriculum, although for some children some adaptation or modification may be needed. We aim to provide for this, ensuring equal opportunities are available to all.

It must be noted that the term special educational needs also encompass the needs of gifted, or very able children, as they may also need to have special provision made for their access to the National Curriculum.

The Special Needs Co-ordinator (SENCO) has the responsibility of supporting teaching staff and parents in the implementation and management of Special Educational Needs Support Plans (SENSP). The SENCO also liaises with outside agencies to ensure appropriate support, assessment and monitoring of those children with more pronounced difficulties. The SENCO is Mrs Cheryl Cooper.

Our school realises the importance of partnerships with parents and aims to involve them with all aspects of their child's development and education. For those children requiring special provision, parents are initially contacted by the class teacher, who will liaise closely with the SENCO.

The Governing Body will appoint a designated governor with special responsibility for over-seeing the implementation of the Special Needs Policy throughout the school. An annual report will be presented to parents as an over-view of provision made at the school. The designated Governor is Mrs Lindsey Clarke.

## **GUIDELINES**

### **Identification of children with Special Educational Needs**

Upon entrance to Foundation Stage, some children may already have been identified as having Special Educational Needs by their family doctor, or by the Early Years Team. This may be due to:

- problems with language development
- a physical or sensory disability
- behavioural, social or emotional difficulties

In this instance, the class teacher and SENCO continue to liaise with the professional agencies involved and the child's parents.

Other children may be identified as having Special Educational Needs by the Nursery teacher, Reception class teacher and Nursery Nurses working nursery or reception classes.

Some children are identified later in their school life as having Special Educational Needs and their difficulties may lie in the areas mentioned above, or be related to:

- concentration
- motivation
- oral, written, reading or comprehension skills
- numeracy skills
- exceptional ability

These children will have made very little progress with National Curriculum work despite having work specially differentiated for them within the whole class learning situation.

Children with difficulties or problems will be discussed with the SENCO. and with parents and these concerns will be recorded, along with any other evidence of the child's needs.

Particular care must be taken when assessing the needs of children whose first language is not English. Some children may make slow progress because of their difficulties with speaking and understanding English.

However, some of these children may also have special educational need relating to other factors. For these children SENSPs will have to be developed that support the child's need and take account of their difficulties with speaking and understanding English. This will require close liaison between the class teacher, SENCO, parents, and the MAST team.

### **Access to the National Curriculum**

We will consider the kinds of options and the variety of teaching and learning strategies available within our school environment to enable all children to access the National Curriculum. Teacher's planning will accommodate the needs of all children to ensure that they make progress with learning and fulfil their potential.

## **ASSESSMENT AND MONITORING**

The assessment of a child's individual needs is an on-going process which promotes the matching of needs and resources.

### **Notification of concerns**

Initial concerns are identified and recorded by the class teacher. The class teacher decides what action is required to meet the needs of the child, and informs the SENCO of their concerns.

Parents are informed of these concerns and are involved in supporting their child, following suggestions made by their child's teacher. Liaison between the teacher and parents will continue on an informal basis on a regular basis for the time of need.

If a teacher's concerns remain over a period of two terms and no progress is achieved, the SENCO is involved and the child may move onto the Special Educational Needs register.

September 2014 - a major change to how SEN is recorded, provided for and how children with SEN are taught. The government changed the code of practice so that Individual Education Plans (IEP) were not statutory and schools could make their own arrangements for how to record SEN and what was being done to address the difficulties a child had.

The government says that we do not need to have IEPs but at Westacre Infants we have found having targets that we can work on has helped children make progress, even in rather small steps. So we intend to continue using IEPs - renamed Special Education Needs Support Plans (SENSP) - for the small number of children we have on the SEN register.

### **SEN Support**

A child may be entered on this level of the SEN audit if they have made no progress in the previous two terms. The SENCO becomes more involved and seeks to collate more evidence of the child's difficulty. The class teacher and the SENCO work together to set targets on the child's SENSP and identify the best strategies to support the child. The class teacher remains responsible for delivering the programme with the support of teaching assistants.

Parents are informed and their views sought in respect to their child's difficulties, and the proposed targets. Where possible their support is sought to help their child at home.

Reviews of the child's progress will generally take place termly. These findings are discussed with parents, and the child (at the level appropriate to the child,). They are recorded, and new targets agreed between the class teacher, the SENCO and parents. These new targets are also discussed with the child.

If, after two terms the child has not made progress, the support and advice of other professionals is sought. This may be an Educational Psychologist, a member of the Hearing and Visual Impairment Services, or other Health professional.

### **SEN Additional Support**

A request for intervention from other professionals cannot be made without consultation with the child's parents, and without their permission. Such a request usually results in the child being moved onto the SEN Additional Support level of the school's SEN audit. Outside professionals can act as consultants and play an important role in identifying the child's specific needs and advising on strategies and provision that may help support the child to resolve their difficulties.

In the light of the consultation with these outside agencies, the class teacher, and SENCO work together to set new targets for the child. These are discussed with parents, and the child, and the use of appropriate support staff decided upon. All adults involved in supporting the child to attain their new targets are fully aware of the targets, and the strategies being employed.

The class teacher, SENCO, and parents, meet together to review the child's progress each term, or more frequently if it is deemed to be necessary. The child is involved in the review process and the setting of new targets, at a level appropriate to each individual.

### **STATUTORY ASSESSMENT for an Education Health Care Plan**

When a request is made to the LEA for a statutory assessment, a child will have demonstrated a significant cause for concern. The school will provide information or written evidence about;

- The school's support through SEN Support and SEN Additional Support
- SENSPs for the child
- Records of reviews
- The child's medical history, if relevant
- Attainment in relation to National Curriculum levels
- Attainments in literacy and numeracy
- Reports, or records by other professionals
- Involvement of other professionals
- Views of the parents and the child
- Involvement of Social Services, or Educational Welfare Service, if relevant.

During the time that the LEA is considering the request for assessment, the school will continue to support the child through SEN Additional Support.

## **TRANSITION**

When children change schools, for whatever reason, all documentation will be forwarded to the new school within fifteen days. The SENCO will liaise with the SENCO of the receiving school if this is requested by the school, or the child's parents.

When children change school due to end of a Key Stage/Phase, all documentation will be forwarded to the receiving school at a meeting between the SENCO's of the schools. The SENCO of the receiving school may wish to attend the final Review meeting at the end of Key Stage One, involving the class teacher, SENCO and parents.

## **PROVISION FOR CHILDREN - STAFFING**

Children will be supported by;

- The class teacher
- SENCO
- Part-time teachers
- Teaching Assistants

The situation in which support is given will be flexible, varying from child to child, according to need. It may be in the form of support within;

- A whole class situation
- A small withdrawal group
- A one- to- one situation

The work or tasks undertaken will be planned, marked and assessed by the class teacher after discussion with the adult working in the support situation.

## **PARTNERSHIP WITH PARENTS AND EXTERNAL AGENCIES**

Parents are initially contacted by the class teacher when difficulties arise, either verbally, or through an appointment arranged, in writing, by the SENCO. They are invited to discuss their child's difficulties and problems, and help decide the best strategies to support their child.

Parents are thereafter asked to attend meetings on a termly basis, or more frequently if the school and/or parents decide it is necessary.

The school aims to liaise closely with all appropriate External Agencies in order to give the most appropriate support possible to children with SEN. These include:

- The Inspectorate with responsibility for SEN
- Educational Psychological Service
- Hearing and Visual Support Services
- Health Authority
- Education Social Work Service
- Social Services

## **IN-SERVICE TRAINING FOR STAFF**

All staff are encouraged to attend courses run by the LEA and regional colleges and universities to update their training in respect of SEN.

Information and new knowledge acquired on such courses is then disseminated to all staff in after-school meetings. Further whole staff training is also catered for during school INSET days.

The LEA offers a range of courses available to School Governors so that they too may update their understanding of SEN matters.



## **Monitoring and Evaluation**

Monitoring and evaluation of the school's SEN Policy and its successful implementation will be reviewed during Staff Meetings and in the course of INSET days.

Governors will be given the opportunity to visit the school on a regular basis to view the implementation of the policy and discuss its success. SEN matters may also be discussed at the termly meetings of the School Governing Body.

Each year in its Annual Report to Parents the Governing Body includes a review of the SEN Policy and its implementation.

Reviewed January 2018.

Cheryl Cooper

SENCO

In line with the new framework for SEN 2014

Next Review - January 2020

