



## **DRAYTON COMMUNITY INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY**

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded this policy is included under the safeguarding umbrella.

**Reviewed annually**

**Date of last review: July 2010**

**See also:**

**Teaching and Learning Policy**

**Early Years Policy**

**Assessment Policy**

**Safeguarding and Child Protection Policy**

**Single Equalities Scheme**

## **Drayton Community Infant School**

### **Special Educational Needs Policy**

#### **Introduction**

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for the development of special educational needs at Drayton Community Infant School.

**IT WAS DEVELOPED** through and consultation with the teaching staff and governors.

This policy has regard to the **SEN Code of Practice**.

**THE POLICY WILL BE REVIEWED** annually

#### **What do we mean by Special Educational Needs?**

We recognise that at any stage during a child's school career he or she may have "special needs" which will require the support of individuals or the whole school.

These needs may include

- emotional, social and behavioural difficulties
- low academic achievement particularly:
- where a child is not fulfilling what is seen to be his/her true potential
- if awareness of this low achievement is leading to frustration and negativity
- specific learning difficulties
- medical problems, physical needs and sensory impairment
- speech, language and communication difficulties

#### **Aims and Objectives of the SEN Policy**

**Each child has the right to:-**

- receive equal regard from both adults and other children at all times.
- access a broad and balanced curriculum including the National Curriculum.
- appropriate differentiated and challenging programmes of work for individual children.
- provision of resources which enable his/her access to the curriculum and integration into the school community.
- a happy secure learning environment for each child with a positive approach to what each child can do.
- teaching which promotes independence of learning

**There should be:-**

- regular monitoring and reviews.
- full working partnership with school, parents and outside agencies.

**Management of SEN**

- The Headteacher has overall responsibility for SEN in the School.
- SEN Co-ordinator who is responsible for the day to day administration.
- A member of the Governing Body has responsibility for SEN.
- The Headteacher and SENCo will review annually the provision, develop an action plan which will be evaluated for impact.

**Co-ordination of Provision of SEN**

- The Role of the Co-ordinator is to:-
- manage Special Needs on a day to day basis
- keep and maintain the SEN register using appropriate LEA and School records.
- co-ordinate and contribute to detailed assessment of children with special needs.
- help colleagues to prepare Individual Educational Plans for meeting the needs of identified children.
- liaise and advise staff on the changes to legislation in relation to SEN.
- finalise with all staff in the development of a whole school policy.
- ensure that annual reviews are undertaken at the appropriate time and that all individuals concerned are informed and invited as appropriate.
- arrange school-based inset in relation to SEN and to advise on appropriate resources.

The school uses a staged approach to assess and meet pupils' needs which is in accordance with the Code of Practice. Special Needs Action Record, recommended by the LA are attached as Appendix 1. Appendix 2 details the procedure followed in this school.

A register of all children with Special Educational Needs will be held by the Co-ordinator, Copies of all referral forms and communications with outside agencies will be kept in the child's SEN file in the office.

### **Admission Arrangements**

Children with SEN will be considered for admission in line with the guidance outlined in the "Code of Practice" and with the existing policy of the school on Admission. The Headteacher and Co-ordinator will discuss individual need with parents as appropriate. Access to some parts of the school might be difficult for a child with physical disabilities.

### **Transfer between Schools**

The Co-ordinator will ensure that all SEN documentation is passed on when a child moves from one school to another. There will be personal liaison as necessary with staff of appropriate Junior Schools.

### **Identification and Assessment Arrangements**

Identification of pupils with SEN will be made through one or more of the following:

- a) through teacher observation and assessment- Pupil asset tracking tool
- b) child's self assessment of progress
- c) through parental concern.
- d) through NC level descriptors
- e) through the results of testing e.g. SATs results, Bury Infant Check, EYFS profile
- f) internal assessment by SEN staff
- g) assessment by external agencies (e.g. Educational Psychologist, Learning Support Service)

Provision will be monitored and recorded on Action Records which will be reviewed at least termly in respect of progress and appropriateness. Statements are reviewed annually. Assessments listed above may inform this process. All monitoring will be in liaison with all those concerned with the child's learning.

**Provision for meeting SEN needs** may be in one or more of the following ways:-

- differentiated tasks given within the class to allow full access to the curriculum
- targeted tasks aimed at remediating areas of weakness
- specific resources
- in-class support (teacher, classroom assistant, adult helper) when appropriate
- withdrawal for support in small group or individual basis (classroom assistant)
- support teaching from outside agencies
- advice to parents on appropriate support activities outside school hours.

Classroom assistants will work under the direction of the class teacher according to the targets agreed in the Action Record. These activities will be reviewed termly at least.

### **Integration**

We aim to integrate all pupils with SEN within normal classroom activities but to provide where possible regular small group and individual support for them.

### **Staff Inset**

Special needs business is discussed at staff meetings as necessary but particularly immediately before and after School Support Team meetings. A copy of the agenda for these latter meetings is circulated to all staff on the VLE. In addition the Special Needs Co-ordinator meets regularly with individual members of staff to advise on Individual Education Plans and resources.

Information from outside courses or events attended by the Co-ordinator is disseminated to all staff.

### **External agencies**

The School Support Team is

- Statement and Assessment Officer
- Learning Support Teacher
- Educational Psychologist
- Behaviour Support Teacher
- Educational Welfare Officer/Child Protection Contact

The Support team meets in school once per term. The support team provides advice on appropriate resources and strategies for specific problems assessment for specific SEN pupils from School Action Plus .

Other agencies and professional personnel who are available for assessment and advice are:

Sensory Support Service

Speech Therapist

Schools Medical Officer

Schools Nurse

PSA

### **Communication with parents and views of the child**

Regular discussions with those having parental responsibility are an essential part of the implementation of this Policy. Parent interview meetings are arranged on a termly basis. Children's views will be ascertained as far as possible.

### **Complaints Procedure**

If a parent has a complaint concerning a pupil with SEN his/her first course of action is to discuss it with the class teacher and/or the Headteacher. Any further action will be dealt with in accordance with the school's complaints procedure as detailed in the School Brochure.

### **Success criteria**

This policy will be reviewed annually as required under the code. Criteria for success are that :

- a) All staff, governors and parents are aware of the policy and their particular roles, rights and responsibilities within it.
- b) The rights of the child as listed on page 1 are fully met.

## **APPENDIX 1**

### **Examples of Special Education needs Action Records**

## APPENDIX 2

### SPECIAL NEEDS ACTION RECORDS

Note: parents/Guardian or those with parental responsibility will be consulted at all stages

The Code of Practice recommends a staged model of SEN. The procedure used in this school is as follows:

#### Record of Concern:

##### School Action

- The class teacher identifies a pupil as possibly having special educational needs. i.e. the pupil is not making reasonable progress and there is sufficient concern to discuss this with the parent or guardian.
- It is important to gather evidence at this stage which may be parent/teacher/helper observations, child's recordings, health information etc.
- The Co-ordinator should be informed and a "Record of Concern" Form should be completed. The background information box need be completed only once. Concerns should be registered and these may be added to at later stages. There need only be a simple list, focusing on the important areas impeding progress and learning.
- The class teacher completes an Action Record Stage 1 sheet - . Targets should be listed to relate to the needs identified above. **The targets should be SMART** and should include means of achieving them and a review date, no more than a term later.
- When reviewing the child's progress at the end of cycle it is important to decide whether to stop intervention, keep at Stage 1 and identify new targets or to move to Stage 2. Evidence must be gathered to support the latter decision.
- At the end of two review cycles a decision must be made either to continue at School Action, or to proceed to School Action Plus.

##### 1. School Action Plus

- If a decision has been made to proceed to School action Plus then the Co-ordinator will take the case to the School Support Team for advice and support from other agencies. A referral form must be completed before this can be done and permission from the parents must be sort.
- **Stage A** are the responsibility of the class teacher with increasing support from the Co-ordinator and latterly outside agencies. The onus is on the teacher to collect evidence in support of claims.
- If insufficient progress is being made then statutory assessment may be initiated providing that parents are in agreement.

##### S- Statement

- This stage is for pupils with statements. Individual Education Plans will be reviewed at least termly. The Statement will be reviewed annually.