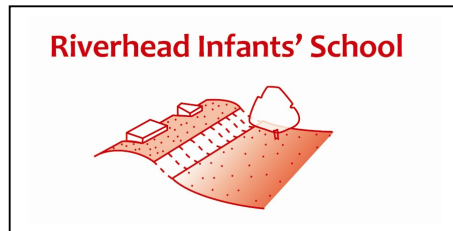


# Riverhead Infants' School Special Educational Needs Policy



SEN Co-ordinator: Mrs H. Bligh

Link Governor: Mrs J Gillhouley

Signed  Chair of Governors

Signed  Headteacher

Date: October 2011

Next Review Date: July 2012

# Policy on Special Educational Needs

## 1 Introduction

1.1. The practice of providing for special educational needs through active inclusion is key to our Vision, Mission and Values. *Education at Its Best* includes striving to help one another to become rounded, independent and successful so that we maximise our potential, our progression and our engagement with life.

1.2 This policy is informed by the following values:

- The independence and confidence required to become active participants in our individual learning journeys and within our community
- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice
- Care, respect, consideration and responsibility for ourselves, others and our environment
- Challenge and risk taking in order to fulfil our potential.

## SECTION A: SCHOOL ARRANGEMENTS

### Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs (SEN) at Riverhead Infants' School.

### Our Aims

- To identify at the earliest opportunity all children who need special provision to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these children are given the appropriate support to enable all children to access a broad and balanced curriculum, including full access to the National Curriculum.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the provision made by the school.

## **Our Objectives**

- To promote self-worth and give every child the entitlement to a sense of achievement.
- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents and carers and, where appropriate, external agencies to provide for the child's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

Our statutory duties are based on the legislation including, but not limited to:

- DFES SEN Code of Practice 2001 (CoP)
- Local Education Authority (LEA) guidelines.

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

Children have SEN if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they "have a significantly greater difficulty in learning than the majority of children of the same age: or have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA" (CoP 1.3).

*Special educational provision* means: "educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area" (CoP 1.3).

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

## **Roles and Responsibilities**

All members of the school community work towards the schools aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The governing body, in conjunction with the head teacher, have responsibility for the school's general policy and approach for the provision for children with SEN including the allocation of resources. They report annually to parents on the implementation of the SEN policy.

The designated governor for SEN is Mrs. J. Gilhouley, who takes a particular interest in and monitors the SEN provision being made.

The head teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. The head teacher works closely with the SEN co-ordinator (SENCO).

The SENCO, Mrs. H. Bligh, is responsible for the day-to-day implementation of the school's SEN policy and for co-ordinating provision for pupils with SEN.

All teachers are teachers of children with special educational needs. Teaching staff recognise the importance of early identification, assessment and provision for any child who may have SEN and are responsible for monitoring the performance of all children as part of ongoing observation and assessment. All staff are familiar with the school's procedures for identifying, assessing, monitoring and making provision for pupils with SEN.

## **Co-ordinating and Managing Provision**

The SEN Co-ordinator is responsible for:

- the daily implementation of the school SEN policy
- co-ordinating the provision for children with SEN
- liaising with and advising colleagues on SEN matters
- managing teaching assistants
- overseeing the records of all children with SEN
- contributing to the in-service training of staff
- liaising with parents and carers of children with SEN
- liaising with external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies

## **Admission Arrangements for Pupils with Special Educational Needs**

Riverhead Infants' strives to be a fully inclusive school. All children are welcome regardless of the presence or absence of a special educational need.

Children who have SEN are afforded the same rights as all children and will be considered as part of the normal admissions procedures, in accordance with the LEA Admissions Policy.

Children who have SEN and a statement must be educated in a mainstream school if this is the wish of their parents, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility (Education Act 1996, Section 316).

## **Premises**

Our new school building (completed in 2002) is a purpose built school for the 21<sup>st</sup> century which is fully accessible. Facilities include an Accessible Toilet and a Care Suite.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **Allocation of Resources**

The governors always use all of the SEN budget share and additional funds accessed from the school budget. The SENCO is responsible for the use of these resources and the deployment of the designated support staff, in consultation with the head teacher. The majority of resources are used to provide human resources including the SENCO and teaching assistants.

Action to meet pupil's SEN aims to promote independent learning and tends to fall within four broad strands:

- assessment, planning and review
- grouping for teaching purposes
- additional human resources
- curriculum and teaching methods

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

### **Identification, Assessment and Monitoring**

This follows a graduated approach as required by the 2001 SEN Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges.
- Responding to pupil's diverse needs.
- Overcoming potential barriers to learning and assessment.

The new Code does not assume that there are hard and fast categories of SEN but recognises four broad areas:

- Communication & Interaction (Language & Autistic Spectrum Disorder)
- Cognition & Learning (General Learning & Specific Learning difficulties)
- Physical and Sensory
- Behavioural, Emotional and Social

### **School Action**

The key indicator for intervention through School Action is where a child despite receiving differentiated learning opportunities continues to make little or no progress.

School Action involves the provision of interventions that are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum and strategies. Provision and arrangements for measuring progress will be identified on a Provision Map. Interventions will usually be for a fixed term and entry and exit data will be used to measure impact.

The SENCO and class teacher work closely together. The class teacher remains responsible for meeting the child's needs on a daily basis. The SENCO takes the lead in initiating further assessment, planning additional support and monitoring and subsequently reviewing the action taken.

Parents are invited to a meeting with the class teacher and SENCO which provides a valuable opportunity for everyone involved to share information and discuss concerns.

### **School Action Plus**

If there is inadequate progress at School Action, the class teacher in conjunction with the SENCO, will assess the child's difficulties using a range of assessments. Additional strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups, will usually be devised. This will involve the support and advice of outside agencies such as the Specialist Teaching Service, Educational Psychology & Health Services. Where needs are complex or more than one agency is likely to be involved the SENCO will initiate a CAF.

Parents are kept informed at all stages of intervention and will always be consulted when an external agency becomes involved with their child. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the pupils with SEN are met effectively.

### **Statements of Special Education**

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of Statement of SEN is necessary, then the pupil's SEN and provision will be summarised in the Statement document. This will need to be formally reviewed annually, as required by legislation. The school undertakes to carry out the specific requirements as outlined in the Statement of SEN.

### **Providing Curriculum Access and Inclusion**

Riverhead Infants' School is an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils

- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

We are committed to every learner's success and are constantly striving to improve the learning experience to make it increasingly challenging, enjoyable and effective for each individual child.

A climate of warmth and support is fostered throughout the school in which self-confidence and self-esteem can grow, and where all children are encouraged to take risks in their learning without fear of failure or criticism.

The curriculum is differentiated to meet the needs of individual pupils through the use of a variety of teaching styles, flexible grouping of pupils, additional adult support, additional learning materials and where appropriate special equipment. Curriculum tasks and activities are matched to pupils differing paces and styles of learning, their interests, abilities and previous experiences.

Schemes of work reflect whole school approaches to teaching and learning and take account of special educational needs. Pupils with special educational needs have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

### **Evaluating Success**

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENCO, subject co-ordinators and head teacher
- Analysis of pupil tracking data and test results
  - For individual pupils
  - For vulnerable groups
  - For cohorts
- Termly Pupil Progress Meetings between the SENCO and the class teacher
- Termly monitoring of procedures and practice by SEN Governor
- School self-evaluation, using a variety of approaches
- The Governors' Annual Report to Parents
- The School Improvement Plan

### **Complaints**

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the head teacher. If however, parents are still concerned they may contact the

governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff Development**

The identification of training needs is based on the TTA National Standards for SENCOs as well as the School Improvement Plan. The SENCO attends regular meetings and courses relating to SEN policy, identification and provision. Staff are given regular opportunities for CPD to develop their confidence and skills in working with children who have SEN. The SENCO, teachers and teaching assistants attend SEN courses which are of interest and have a particular bearing on children they are supporting. Governors are informed of all school-based training and are invited to attend. Newly Qualified Teachers will access specific training and induction programmes.

### **Working in Partnership with Other Agencies**

#### **External Support Services**

The school has arrangements for securing access to external support services for pupils with special educational needs. There is regular liaison and exchange of information between the SENCO and these services, particularly at Group School Consultations and Team Around the Child (TAC) meetings. We actively seek to liaise and co-operate with special schools and other specialist provision including the:

- School nurse
- Educational Psychologist
- Educational Welfare Officer
- Speech and Language Therapy Service
- Occupational Therapy Service
- Visually and Hearing Impaired Support Service
- CAMHS
- Cognition and Learning Support Service
- Behaviour Support Service
- Autism Outreach Service

#### **Partnership with Parents**

We aim to promote a culture of co-operation and collaboration with parents by:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCO.
- Involving parents as soon as a concern has been raised.
- Inviting parents to meet jointly with the class teacher and SENCO to discuss the child's needs and approaches to address them. (These meetings can be in response to a parental concern or when a concern is expressed within the school.)

- Supporting parents understanding of external agency advice and support
- Undertaking Annual Reviews for children with Statements of SEN.

### **The Voice of the Child**

"All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity." (CoP3.6)

At Riverhead, we encourage pupils to participate in their learning by:

- Providing opportunities for them to be involved in the decision making process, for example through the School Council
- Sharing targets with them and encouraging them to begin to evaluate their own successes
- Promoting self-confidence and independence

### **Links with other Schools**

We will ensure that all transfers into school and between schools are planned, monitored and supported to ensure successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.