



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A STATEMENT OF POLICY FOR ROSE GREEN INFANTS SCHOOL

Definitions

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) states

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

xix. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to

demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse (SEND Code of Practice, 2015).

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.

Children have a *disability* if they have a physical or mental impairment that has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The test of whether an impairment affects normal day-to-day activities is whether it affects one of the following broad categories of capacity:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move heavy objects
- speech, hearing or eyesight (but not wearing glasses/lenses)
- memory or ability to concentrate, learn or understand
- perception of the risk of physical danger

Children with a disability will not necessarily require special educational provision, but may require particular physical circumstances, aids or ways of working to enable them to fully access the curriculum.

Special educational provision means provision that is "additional to or different from that made generally for other children or young people of the same age by mainstream schools", Children with SEND may have needs which fall within one or more of the following broad areas

- speech, language and communication needs (SLCN), which includes children with Autistic Spectrum Condition (ASC)
- learning difficulties, which include moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children learn at a slower pace than their peers, even with appropriate differentiation, and specific learning difficulties (SpLD), which affect one or more specific areas of learning
- social, emotional and mental health difficulties, which may manifest themselves in behaviour which is withdrawn or isolated, or challenging, disruptive or disturbing
- sensory and/or physical needs which may be age related and may fluctuate over time and which include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to

access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

- Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Principles

- At Rose Green Infant School we recognise that all children are entitled to a broad, balanced and differentiated curriculum. The National Curriculum is the means whereby this is achieved. Only in exceptional circumstances can the National Curriculum requirements be modified or disapplied. (1988 Education Act)*
- We are aware that all children have individual needs and aim to meet these needs within the classroom through work which is appropriate to individual pupils and differentiated when necessary. We endeavour to ensure that all children develop their learning potential and social skills to the full.
- Each member of staff is involved in meeting pupils' individual needs. We work to foster an awareness of pupils' individual needs among all the staff and aim to develop a whole school approach.
- We aim to work in partnership with parents and carers. They will be notified when SEND provision is being made for their child and they will be invited to play an active role in their child's education.
- We aim to maintain progression and continuity both within and between schools by establishing close liaison with local pre-school settings and Rose Green Junior School.
- We aim to ensure that all children with SEND are identified and assessed as early as possible, in order to provide a graduated response to their additional needs. Our Special Educational Needs and Disability Policy has due regard for the Code of Practice.
- If not already identified by parents, pre-school settings or other professionals, children with special needs will normally be identified by the class teacher, supported by the Head, SEN Co-ordinator and parents, in accordance with the Code of Practice which states that - *"the benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person."*
- The school aims to integrate SEND children, including those with disabilities, as fully as possible into normal classroom activities, where this is consistent with the best interests of the child and the rest of the class.

- Effective teaching of pupils with SEND will, in turn, enhance the learning of all pupils.

PRACTICE

Roles and Responsibilities

1. Governors

The 1996 Education Act places important responsibilities on the governing bodies of maintained schools to do their best to ensure that the necessary provision is made for pupils with SEND. The School Standards and Framework Act 1998 requires governors to conduct the school with a view to promoting high standards. These high standards relate to all the pupils in the school including those with SEND.

The Governing Body must:-

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the "responsible person" (the headteacher or the appropriate governor) has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to work with them.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensure that the pupil joins in with the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision their needs call for and the efficient education of the pupils with whom they are educated, and the efficient use of resources
- information is provided annually on the School's Policy for pupils with SEND, which can be found on the school's website
- have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

2. The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities. The Headteacher should keep the Governing Body fully informed and also work closely with the school's SEN co-ordinator.

The Headteacher has specific responsibility for:

- ensuring the SEND policy is implemented

- providing facilities for INSET
- ensuring that procedures are properly followed
- attending interviews with parents as necessary

3. The Special Needs Co-ordinator (SENCo)

The SEN Co-ordinator, working closely with the Headteacher, senior management and fellow teachers, has the responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with SEND particularly through *School Support*.

The key responsibilities of the SENCo include:

- liaising with and advising fellow teachers
- managing Learning Support Assistants (LSA)
- overseeing the records of all children with special educational needs and disabilities
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- working closely with Headteacher and Learning Support Assistants in prioritising children's needs
- keeping staff informed of new developments

4. The Class Teacher

The class teacher should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities.

The class teacher has responsibility for:

- teaching the range of pupils within their class effectively across all curriculum areas, using recognised strategies for specific learning difficulties such as Dyslexia, Dyspraxia, ADHD, ASD and Speech and Language difficulties where appropriate.
- identifying a child's special educational needs and disabilities where appropriate and fill in relevant documentation
- keeping accurate and detailed records
- putting into place special arrangements to meet children's needs
- keeping parents informed of a child's progress, any concerns or action to be taken
- informing colleagues and those concerned with the child of any information imparted by parents/guardians pertaining to the child's progress

- implementing individual programmes as devised by self, SENCO or outside agency. Informing LSAs of any individual programmes to be implemented.

5. Learning Support Assistants

Learning Support Assistants should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

They have responsibility for:

- assisting class teachers and/or teaching assistants in the implementation of individual programmes
- delivering individual and group programmes planned by classteachers, the SENCo or external services.
- provide appropriate individual programmes for children in consultation with the SENCo and class teacher
- ensure that all individual programmes are followed
- attend meetings with parents as necessary.

6. Parents

Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and guidance in the Code of Practice.

The Code of Practice states:

- *the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with information and support necessary to enable participation in those decisions*

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all professionals (schools, LAs and other agencies) actively seek to work with parents and value the contribution they make."

All parents of children with special educational needs and disabilities should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents can make a contribution by:

- ensuring regular school attendance
- informing the school of any problems/concerns
- involving themselves in school activities and generally supporting the school
- supporting school policies
- helping their child to cope with school life eg. bringing the necessary equipment, and making satisfactory arrangements for homework.

Admission Arrangements

Admission arrangements for SEND children without Education Health Care Plans (EHCP) are the same as for all other pupils. Admission arrangements for children with an EHCP are usually the same as for all other pupils, unless the child's inclusion would be incompatible with the provision of efficient education of other pupils.

If a child has a pre-identified need, the SENCo will attend a transition meeting with the child's parents and with any professionals known to be involved so that appropriate arrangements can be made for the child's entry to school. This may include visits to the child's pre-school setting by his/her new class teacher and/or the SENCo, additional visits by the child and his/her parents to school and visits by professionals to give advice on particular requirements within our school setting.

Access and Facilities

The school is built on one level and is therefore accessible throughout for those with impaired mobility, apart from one mobile classroom which is used as a technology room at present. Two classrooms have ramps for wheelchair access and others have small steps. There is a large toilet with suitable access and aids for wheelchair users. The physical needs of children and of their parents are taken into account when children are allocated to particular classes and classrooms at the start of the school year.

Identification

At Rose Green Infant School children will be identified:-

- when they enter school with a known special need
- when the parent informs the school of the child's SEND
- when school staff recognise a need

Assessment

More detailed assessment, carried out by school staff under the guidance of the SENCo, may include tests of ability, understanding, reading, spelling and maths, speech and language, as well as diagnostic tests to establish specific difficulties and learning style.

Specialists from other agencies may be consulted for advice and assessment.

Recording

A portfolio for each SEND child is kept containing the West Sussex Additional Support Record, transfer records, reports from outside agencies and school-specific materials.

A list of children identified as having SEND is kept and updated by the SENCo.

Quality first teaching and monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The classteacher will inform the SENCo of the lack of progress. The SENCo will add the child's name to the written records and under these circumstances, classteachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the classroom setting. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

School Support

When a class teacher or the SENCo identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through School Support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated

- by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Support may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services through the yearly Planning And Review Meetings (PARM)
- access to other agencies for advice on strategies or equipment.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an Individualised Learning Programme . Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Individual Learning Plans

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (ILP). Where possible, targets within the ILP will be discussed and set at a termly meeting between the class teacher and parent/carer. This meeting will also involve the child, where appropriate. If the child is not involved in the initial meeting, the class teacher will discuss the ILP with the child at a later date and record his/her comments. The ILP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- the support to be given at home by parents/carers
- when the plan is to be reviewed
- outcomes (to be recorded when the ILP is reviewed)

The ILP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon four or five individual targets that match the child's needs and have been discussed with the child and the parents. The ILP will be reviewed at least three times a year.

If, after several cycles of additional support and reviews of targets, the child's progress is still giving cause for concern, advice may be sought from specialist external agencies. Advice will be sought if, despite receiving individualised support, the child

- continues to make little or no progress in specific areas over a long period
- continues working at a level substantially below that expected for children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.

Where such advice is received, it will be incorporated into the child's ILP. These strategies will be implemented, least in part, in the normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

School request for assessment for an Education and Health Care Plan

Where a child fails to make progress after receiving additional support and demonstrates significant cause for concern, the school, in consultation with the child's parents, may make an application to the LA for a Statutory Assessment to establish the extent and nature of the child's SEND.

Education and Health Care plan

The LA may then decide that the child needs an Education and Health Care plan, which identifies the educational provision necessary to meet the child's needs. All children with EHCP needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an ILP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ILP will continue to be the responsibility of the class teacher.

Annual review of a Education and Health Care plan

All EHCPs are reviewed annually with the parents, the pupil, the LA, the school and all other 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 plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. The review in Year 2 will also be attended by staff from Rose Green Junior School.

Implications for the Curriculum and the Inclusion of children with SEND

All SEND children follow the National Curriculum. The aim of SEND provision, whether in class or in a withdrawal situation, is to enable access to the National Curriculum.

Liaison

The school endeavours to create positive working relationships with colleagues, parents, other schools and services.

Liaison with colleagues

- There will be formal and informal meetings between colleagues, class teachers, the SENCo and LSAs as appropriate.
- There will be termly meetings between the headteacher and classteachers to review progress of all children with special needs, and to update colleagues on procedures. The SENCo will receive a copy of these progress reports and then identify any children who need additional support.
- There will be opportunities for regular meetings for each member of staff with the SENCo, to discuss any concerns regarding the children in their class, update ILPs and review progress. Informal meetings are held frequently in response to individual need.
- When a class teacher raises a concern about a child in their class, the SENCo will keep a written record of this to ensure a papertrail should any further action be required at a later date.
- Staff will "flag up" special needs children within classes for supply staff to identify more easily.
- There will be a regular report and update to Governors.
- The school will provide the opportunity for the SENCo and other members of staff including LSAs to attend in-service training sessions.
- Regular meetings are held between the SENCo and LSAs to review and monitor individual programmes.

Liaison with other schools

- Documentation of children's special needs, including ILPs and interventions and SATs documentation will form a basis for liaison with other schools.
- There will be informal meetings between the SENCo, reception class teachers and pre-school learning providers during the summer term before children start school.
- Children with identified special needs will be visited at their pre-school setting by the SENCo and/or the prospective class teacher. Ideally this visit will also include an opportunity for discussion with the child's key worker and the SENCo of the pre-school setting, possibly involving a review with the parents of the child's individual play plan.
- There will be informal meetings between SENCos and Learning Support Assistants from Rose Green Infants and Junior School prior to transfer. SENCos liaise from time to time to discuss agreed concerns and share resources.

Liaison with Parents

The SENCo and the classteachers:

- keep parents informed of the SEND provision being made for their child
- discuss ILP targets with parents
- regularly invite parents to discuss progress
- consult parents before advice is sought from external services.

Parents are encouraged:

- to express any concerns to the class teacher initially
- to recognise their responsibilities and play an active role in their child's education
- to understand their child's entitlement through the SEND Code of Practice
- to make their views known about how their child is educated
- to ask for information and advice at all stages.

In working in partnership with parents, staff respect the differing needs parents may have, such as a disability or communication and linguistic barriers, as well as their personal feelings.

Liaison with outside agencies

There is liaison with the following services when appropriate:-

GP

School nurse

Speech and Language Therapist

Dentist

Physiotherapist
Occupational therapist
Play therapist
Children and Mental Health Services (CAMHS)
Inclusion Support Team
Clinical Psychologist
Educational Psychologist
Sensory advisers
Educational Welfare Officer (EWO)
Social Services
Family Link Worker
Charitable organisations eg. Association for the Blind
Winston's Wish

If the child's needs are complex, requiring support from several agencies, the SENCo will consider initiating an assessment under the Early Help model. This is designed to secure the necessary support from all agencies for the child and for his/her whole family.

Inset arrangements

The SEN Co-ordinator and LSAs attend appropriate training courses to develop their expertise.

Locality PARMS (Planning and Review Meetings)

These meetings take place each term. SENCos and Inclusion Managers from schools within the FAB (Felpham and Bognor) group meet together to discuss matters of relevance to the education of children with Special Educational Needs and Disabilities.

EVALUATION

Complaints

The complaint procedure is the same as for any other aspect of the school policy.

Success criteria.

The success criteria for the SEND policy are:-

- Children following ILPs or EHCPs have met their individual or group targets.
- Teachers are more able to identify children with SEND.
- Records are kept on individual children with SEND.

- Outside agencies, eg. Educational Psychologists, have been involved in school.
- Parents are contributing to their children's ILPs.
- Governors approve the allocation of resources for SEND in the budget.
- Annual reviews of all EHCPs
- Pupils are involved in setting and reviewing targets.

Useful contact details:

Headteacher: Mrs J Holloway

SENCo: Mrs J Gwynn

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Local Authority: www.westsussex.gov.uk (then click on Education, children and families section)

SEN Governor: Mr B Lander

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Agreed by the Governing Body on: