

Burlington Infant School: Special Educational Needs and Disability Policy

Burlington Infant School



Special Educational Needs and Disability (SEND) Policy

Date:	December 2018
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Approved By:	Full Governing Body

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Special Educational Needs and Disability Policy

"Always do your best and be your best"

Headteacher: Mrs Mari-Louise Booth

SEN Co-ordinator: Miss J Ashford

Named EYFS SEN Co-ordinator: Miss J Ashford

SEN Governor: Mrs Debbie Sturdy

Rationale:

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional and physical development, in order that each child reaches their potential.

Aims:

- to provide a differentiated curriculum appropriate to the individual's needs and ability;
- to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- to ensure that SEND pupils take as full a part as possible in all school activities and appropriate provision is made to overcome all barriers to learning to ensure full access to all elements of the schools broad and balanced curriculum;
- to provide a differentiated curriculum which meets the needs of pupils with SEND;
- to ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and to ensure they are able to play their part in supporting their child's education;
- to develop strategies to ensure that SEND pupils are involved, where practicable, in decisions

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affecting their future SEND provision;

- to create an environment that meets the special educational needs and/or disability of each child;
- to identify the roles and responsibilities of staff in providing for children's special educational need and/or disability.
- to provide a broad and balanced curriculum, in line with Special Educational Needs Code of Practice 2014.

Definition of Special Educational Needs:

Some children have barriers to learning that mean they have special needs and require particular action by the school. A Learning difficulty is described in the Special Educational Needs Code of Practice 2014 as follows:

A child has learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in other schools within the area of the Local Education Authority, or
- c) are under compulsory school age, and fall within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special Educational Needs at Burlington Infants:

Our attitude to Special Educational Needs derives from our Vision Statement; we want to do the best we can for all the children in our care.

Burlington Infant School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

These requirements are likely to arise as a consequence of a child having SEND. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

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Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. Currently we use the Performance Indicators in Primary Schools test (BASE). We use this information to provide starting points for the development of an appropriate curriculum for all our children. At the end of each term, teachers of Reception children are required to complete Foundation Stage Profiles, this is then finalised at the end of the Reception year.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **Special Educational Needs Support**. SEN Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties that are not affected by general behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

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We will record, in a Termly Support Plan (TSP), the strategies used to support the child. The TSP will show the short-term outcomes set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place termly. The class teacher will remain responsible for planning and delivering individualised programmes.

If the TSP review identifies that support is needed from outside services, we will consult parents prior to any support being given. We will also ask all parents of children with a TSP to sign a form giving consent for their child to be seen, where necessary, for example, by our Learning Support Teacher, Speech Therapist or Educational Psychologist. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in SEN Support. This enhanced level of support will usually be triggered by continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will provide information for the child's new TSP. The new strategies in the TSP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority (LA). A range of written evidence about the child will support the request. An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

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- matched to the longer-term outcomes set in the EHCP but with shorter term timescale;
- established through parental/pupil consultation;
- set out in a TSP;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified.

Reviews of EHCPs :

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parents.
- The child if appropriate.
- The relevant teacher.
- The SENCO.
- Any outside agencies involved with the child or family
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the Headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the EHCP targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new outcomes for the coming year.

With due regard to the time limits set out in the Code, on the Headteacher's behalf, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education, Health and Care Plan.

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and SENCO complete an Initial Expression of Concern form which is discussed with parents as soon as possible.
- The class teacher and the SENCO assess and monitor the children's progress in line with our existing school practices. This is an ongoing process.

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- The SENCO works closely with parents and teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal request for an Education, Health and Care Plan. The needs of the child are considered to be paramount in this.

Educational Inclusion

In our school, we aim to offer excellence and choice to all our children through a broad and balanced curriculum, whatever their abilities or needs. We have high expectations and value the abilities and achievements of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their available senses and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated in line with Special Educational Needs Code of Practice 2014, to enable them to:

- Understand the relevance and purpose of learning activities;

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- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of different strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- Termly Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on SEN Support have a Termly Support Plan.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Roles and Responsibilities:

In our school, the SENCO:

- manages the day-to-day operation of the policy and supports and advises colleagues;
- co-ordinates the provision for and manages the responses to children's special needs;
- assists the Headteacher in managing Teaching Assistants, with the support of teaching staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational need and/or disabilities;
- contributes to the professional development of all staff.

The role of the Governing Body

The Governing Body has due regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with SEND.

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LA and other schools,

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when appropriate, and review annually the school's policy for children with SEND. The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an EHCP are aware of the provision required by this.

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Role of the Headteacher:

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school, including the SEN provision;
- keeping the Governing Body well informed about SEN within the school;
- working closely with the SENCO/SEN team;
- through the SENCO / teacher, be responsible for informing parents of the fact that SEN provision has been made for their child;
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education;
- to manage Support Staff with the support of the SENCO and class teachers;
- to manage SEN related finances.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's. The Headteacher informs the Governing Body of how the funding allocated to support SEN has been employed. The Headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCP's.

Partnership with Parents

- The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with SEND. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA.

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- The school prospectus and website contain details of our policy for SEND, and the arrangements made for these children in our school. A named governor takes a particular interest in SEN and is always willing to talk to parents. This governor is currently: Mrs Debbie Sturdy.
- We have regular meetings each term to share the progress of SEND children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND. We also have regular meetings with our partner Pre-school and Junior school SENCO's.

Pupil Participation

- In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their Termly Support Plans. All children have a 'child friendly' copy of their personal targets to refer to. Where appropriate, children are encouraged to make judgements about their own performance against their TSP targets.

Monitoring and review

- The SENCO monitors the movement of children within the SEND system in school. The children are monitored in a provision map showing interventions used at different waves throughout the school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up Termly Support Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for SEN also hold regular meetings.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the Full Governing Body.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

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