



Parsonage Farm Nursery and Infant School

Special Educational Needs Policy SEN

Parsonage Farm Nursery and Infant School is committed to providing a balanced curriculum in which all children are enabled to make progress and achieve success. In order to provide an inclusive curriculum, teachers take account of the Special Educational Needs of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively, by setting appropriate learning challenges and responding to children's diverse learning needs.

Aims:

- To create a school environment in which all children are included, valued and challenged (Gifted and Talented) whilst having full access to all elements of the school curriculum
- To ensure that the SEN of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEN

Objectives:

As a school we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational strategies to ensure learning needs are properly addressed
- Acknowledge and take account of a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all pupils, including Gifted and Talented, can take part in lessons fully and effectively, providing equality of opportunity
- Create effective learning environments in which pupils achievements are celebrated and independence is encouraged
- Ensure that assessments are appropriate, giving pupils opportunities to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

Early Intervention and Parent Alert Form

Early identification of special needs is vital. A class teacher uses their knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress.

Evidence is then gathered regarding:

- The child's strengths and weaknesses
- Differentiated learning opportunities provided
- Teaching strategies that have been employed

This evidence is then discussed, alongside the teacher's concerns, with the SENCO. They will consider if developing the present strategies will meet the pupil's needs, if this is the case the child will be added to the Early Intervention section of the Special Needs Register. The class teacher will inform the parents/carers at the earliest opportunity to alert them to concerns and invite them to be active participants in helping meet their child's specific learning needs.

School Action

The trigger for intervention through *School Action* is concern about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted to address weaknesses
- Is working at National Curriculum levels substantially below expectations in one or several curriculum areas (or above expectations in the case of Gifted and Talented)
- Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
- Presents persistent emotional or behavioural difficulties, and has not responded to behaviour management techniques usually employed by 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

This pupil will then be listed on the SEN register in the School Action section.

The class teacher, in consultation with the pupil's parents/carers and the SENCO consider attainment against and decide upon the **Action** needed to help the pupil's progress.

This **Action** may be:

- Provision of differentiated learning materials or specialist equipment
- Enrichment and enhancing activities to develop the child's higher order thinking skills
- Introduction of some regular group and/or individual support
- Additional support in the classroom with a Learning Support Assistant
- Staff development and training to introduce effective strategies

The strategies used to enable the pupil to progress will be recorded within an **Individual Education Plan (IEP)** which is discussed with parents/carers.

School Action Plus

If there continues to be a concern about a child despite intervention through **School Action**, then the SENCO, in consultation with parents, at a meeting to review the child's IEP may request help from outside agencies. In some cases, the child may arrive in the school having received support from outside agencies in the past.

This pupil will then be listed on the SEN register in the **School Action Plus** section.

Triggers for **School Action Plus** are that, despite receiving an **IEP** the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics 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 on going communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

The pupils will have an IEP at **School Action Plus** setting out targets and strategies for supporting the child's progress and reflect advice from outside agencies, where available.

IEP for pupils at *School Action* and *School Action Plus* will be reviewed termly and wherever possible parents'/carers' views on the pupil's progress discussed and recorded.

Statutory Assessment

A request for Statutory Assessment is made by the school to the LEA when a pupil, having experienced *School Action Plus* for a reasonable period of time is still demonstrating cause for concern.

When *Statutory Assessment* is made the LEA will request information concerning:

- The school's action through *School Action* and *School Action Plus*
- IEPs for the pupil
- Records of regular reviews and their outcomes
- Pupil's health
- National Curriculum levels
- Attainments in Literacy and Mathematics
- Educational and other assessments
- Views of parents/carers and child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service

Whilst *Statutory Assessment* is being made the pupil will continue to be supported through *School Action Plus*. If *Statutory Assessment* results in a *Statement of Special Educational Needs* the IEP will reflect a pupil's statemented targets.

At all stages of the Special Educational Needs process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to become fully engaged in helping with their child's educational needs.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform them of any outside intervention, and we share the progress of decision-making by providing clear information relating to the education of children with special educational needs.

Guidelines

The role of the SENCO:

- Clerical
- Advise
- Monitoring and Evaluation

Clerical:

- Re-draft all appropriate documentation including the school's SEN policy in line with the Code of Practice (2002)
- To maintain an electronic SEN register
- To be responsible for ensuring that all parents of children moving onto/up/down the SEN register are informed
- To be responsible for the completion of all 'formal' documentation relating to SEN
- To be responsible for liaising with all outside agencies
- To complete SEN documentation as necessary
- To be responsible for annual review of statements
- To complete an SEN audit as part of the School Self Evaluation process

Advice:

- To undertake a termly review with all staff (teachers and SNAs)
- To submit a termly SEN report to governors in an agreed format
- To contribute, when required, to Parent evenings
- To contribute, when required, to meetings of the Governing Body
- To advise staff on strategies for IEPs

Monitoring and Evaluating:

- To meet termly with the Head and link governor to discuss SEN issues
- To liaise regularly with the school's designated SEN Governor
- To ensure that staff draft IEP documentation and review it frequently
- To be responsible for monitoring the provision of SEN children through the monitoring of teachers' planning, SEN files, completed documentation etc.
- To monitor and evaluate the effective implementation of IEPs
- To monitor and evaluate the effectiveness of LSA support for SEN children
- Evaluating effectiveness of school provision and reporting to governors
- To monitor movement of SEN children within SEN stages
- To monitor use of outside advice in forming basis of IEP targets
- To monitor and evaluate use of resources (particularly human)

The Headteacher's Responsibilities

The Headteacher:

- has the responsibility for the day to day operational management of all aspects of the school's work, including SEN
- should keep the Governing Body informed
- should liaise with the SENCO and SEN Governor
- should ensure that the SENCO and teachers develop positive and constructive relationships with the parents/carers
- should ensure that all teachers understand their own responsibilities in respect of SEN
- should ensure all statutory reviews are appropriately completed
- must ensure that the effectiveness of the school's work on behalf of children with SEN is evaluated
- be responsible for annual review of statements

Areas of Responsibility

Class teacher:

- Maintain SEN file
- Contacting parents
- Write IEPs
- Write IEPs for Gifted and Talented pupils to be reviewed with parents
- Consult with SENCO on appropriateness and content of IEPs
- Review IEPs termly with parents/carers and ensure parents have a copy
- Ensuring up to date IEPs are copied
- Make sure content of IEPs is reflected in weekly classroom practice
- Tailor curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employ a range of teaching styles
- Liaise regularly with relevant Special Needs Assistants (SNA) and Learning Support Assistants (LSA) as to planning, objectives and pupil progress
- Deploy SNAs and LSAs flexibly and effectively to support SEN pupils

The role of the Governing Body

The Governing Body is responsible for:

- Ensuring necessary provision is made for any pupil with SEN
- Ensure that staff are aware of the importance of identifying and providing for pupils who have SEN including Gifted and Talented pupils
- Ensure all SEN children have access to the National Curriculum and receive special educational provision required including efficient use of resources

- Report to parents on implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out duties relating to SEN pupils
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child including Gifted and Talented pupils

SEN Link Governor

The named Governor with responsibility for SEN and Gifted and Talented pupils is Mrs Janice Harris. Her specific responsibilities include:

- Termly meetings with SENCO/Gifted and Talented co-ordinator and Headteacher
- Take an active part in reviewing SEN policy and practice
- Match provision with requirements
- Monitor SEN budget
- Ensure teachers are aware of the importance of providing for pupils with SEN
- Report annually to parents on SEN children's progress
- Promote inclusive practice throughout the school including the enrichment and enhancement of Gifted and Talented pupils,

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