



Special Educational Needs and Disability Policy

Chair's signature **Mrs Elizabeth Surtees**

Head's signature **Mark Tipple-Johnson**

Agreed **21st March 2023**

Review date.....**March 2024**

Special Educational Needs Policy

This Statement outlines the school's compliance with the **Special Educational Needs Code of Practice 0-25 (September 2014)** and should be read in conjunction with our School Aims, Inclusion, Access, Teaching & Learning and Behaviour Policies. It aims to:

- define special educational needs and outline the school's provision for this;
- communicate how the school will carry out its duties towards all children with special educational needs.

RATIONALE

At Merrydale Infant School we aim to provide a high quality education for all our children that will enable them to learn at a pace appropriate to their ability and development. We recognise that some children may require a different provision from that which we offer generally and will strive to meet the needs of these children within our school setting wherever possible. Teaching children with Special Educational Needs (SEN) is a responsibility for the whole school and we expect everyone within the school community to fully accept differences in others and work together to promote success for all.

The school will always aim to:

- enable teachers to identify and provide for those children who have SEN;
- allow children with SEN to participate in school activities, so far as is reasonably practical and compatible with the child's provision and the efficient education of other children;
- develop partnerships with parents/carers, external agencies and the LEA in order to raise achievement of our children with SEN.

Review arrangements

This statement will be reviewed annually by the Inclusion Manager and SLT team, along with the SEN Provision Map and a summary reported in the Governors' Annual Report to Parents.

ROLES AND RESPONSIBILITIES

The SEN Governor:

- liaising with the Head Teacher and SEN Co-ordinator (SENCO) to ensure that relevant information is communicated to the governing body to enable it to fulfil its role in evaluating the success of the education provided for children with SEN;
- assisting and advising the governing body upon fulfilling its SEN responsibilities.

The Leadership Team:

- monitoring and managing all SEN staff;
- ensuring that staff have opportunities for professional development;
- providing SEN children access to appropriate resources;
- keeping the Governing Body informed of all developments within SEN.

Inclusion Manager / SENCo (Hayley Noton):

- contributing to the strategic development of the SEN policy and provision, as a member of the Senior Management Team;
- overseeing the day-to-day implementation of the school's SEN policy, with the support of the Leadership Team and within the context of the school's aims and policies;
- co-ordinating provision and review meetings for children with SEN, particularly those at SEN Support or with an Education, Health, Care Plan (EHCP);
- organising Annual Reviews for children who have an EHCP;
- overseeing the records of all children with SEN and ensuring that all those involved in working with children with SEN have the information necessary to secure improvements in teaching and learning;
- contributing to in-service training of staff and managing the Continuing Professional Development of Teaching Assistants;
- liaising with the parents of children with SEN through Pupil Passport reviews and annual reviews as well as regular relevant updates. We will take into account the parents' concerns and work collaboratively to ensure everyone develops a good understanding of the pupil's areas of strength and difficulties;
- capturing the pupil's own views where possible to involve them in their education
- liaising with external agencies;
- exploring ways of improving access to and around the school for children with disabilities.

Class Teachers:

- planning and delivering a differentiated curriculum that takes into account the wide range of abilities and interests of the children in their class;
- monitoring and assessing the attainment of children in their class and informing the SENCO of any concerns regarding pupil progress;
- informing parents of the concerns and any action being taken, with the SENCO where appropriate;
- setting targets for children identified as having SEN in collaboration with the SENCO
- directing support staff who are assisting in the education of children with SEN. Support Staff (Learning Support Assistants and Teaching Assistants):

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children are considered to have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in LEA schools;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

The kinds of SEN that are provided for

Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Children may have needs and requirements which fall into more than one area. Children considered to have a special educational need are registered on the SEN register by the SENCO; this is reviewed each term.

English as an Additional Language

Children are not be regarded as having a learning difficulty solely because the language of their home is different to the one in which they are taught. Where there are concerns about an individual child, teachers and the SENCO will look at all aspects of the child's performance in different subjects and their home language.

EARLY IDENTIFICATION AND GRADUATED RESPONSE

Assessing and reviewing pupil's progress towards outcomes

The SEN Code of Practice recommends that once a need is identified schools should make use of all available resources and strategies before calling upon outside help. The school follow a graduated response as outlined in the Code of Practice with the four part cycle of Assess, Plan, Do, Review. Children are supported in a graduated manner using the following procedures.

School base line assessment conducted during first term in nursery

Teacher assessment, experience of the pupil and observation

Their previous progress and attainment or behaviour

Other teachers' assessments where relevant

The individual's development in comparison to their peers and national data

The completion of teacher concern forms

Following up parental concerns and ongoing dialogue, capturing parents views and experiences

The pupil's own views (where possible)

Tracking individual pupil progress over time

Pupil Progress meetings (Half termly)

Advice from external support services, if relevant

Stages of Concern and SEN Identification

Any concerns or issues about a child's learning or behaviour are monitored by the Class Teacher. If there is a pattern in behaviour emerging or expected progress is not being made, then that pupil is considered to be a 'Pupil Concern', and the following course of action should be taken:

- SENCO consulted and Initial Concerns Form completed;
- Monitoring period

- parents informed of the concern

The pupil's progress is then closely monitored. Differentiation will be offered in class and the child's progress will be reviewed at the end of the term with the SENCO, at which stage it may be decided to:

- keep the pupil at this level of concern and continue with any strategies in place;
- remove them from the monitoring stage because expected progress is now being made;
- identify the pupil as having Special Educational Needs and put them on the SEN register, providing provisions and interventions which meet their needs.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for all pupils. Pupils who have Element 3 funding or an EHCP will be supported by an adult 1:1. Targets are written by the class teacher and Inclusion Manager and form part of their Pupil Passport. These targets, alongside recommendations from external agencies form part of their timetable. Learning is differentiated to meet the needs of individuals, including the levels of support from an adult and outcomes of work.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

Ensure that all pupils have access to the school curriculum and all school activities, ensuring there is suitable provision for children with SEND to fully develop their abilities, interests and aptitudes to gain maximum access to the curriculum.

Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.

Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

Pupils to gain in confidence and improve their self-esteem.

To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.

To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.

To give every child the entitlement to a sense of achievement.

To regularly review the policy, procedures and practice in order to achieve best practice.

- Using a range of teaching and learning styles.
- Differentiated learning materials
- Access to ICT and Technology.
- Additional in class support
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum.
- The appropriate use of rewards and sanctions.
- A broad range of extra-curricular activities.
- Assessment procedures that emphasise pupils' strengths and achievements.

Some examples of teaching styles used to support a child with SEND could include:

- Breaking longer sessions into smaller parts to aid concentration and attention
- Using visual resources to aid understanding of new concepts and key words
- Additional adult support in class to reinforce the key information given by the class teacher
- Home-school diaries to ensure school and parents can communicate difficulties and positive experiences throughout the day
- Using visual resources such as timetables, now and next and picture cue cards to support children's understanding.
- Using additional resources to overcome difficulties e.g. counting resources to use in maths lessons

Some examples of additional provision which could be suitable for a child with SEND *could* include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties
- Breakaway space / withdrawal area where the child can work with minimal distraction with an adult
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups
- Specialist interventions, e.g. Occupational Therapy or Music Therapy
- Teaching Assistant support within the classroom in order for the work to be further differentiated to meet exact needs
- Additional resources to enable better access to the curriculum suggested by professionals
- Thorough assessments undertaken by Educational Psychologists and/or Special Needs Teaching Service in order to pinpoint exact areas of difficulty that are then addressed and strategies implemented

Statutory Assessment

A Request for Statutory Assessment

Occasionally, despite intervention at SEN Support, children may still be considered to not be making expected progress and therefore intervention from the LEA is sought with a view to the possible implementation of an EHCP. A request for Statutory Assessment may be made by the school, parents or an external agency. At this stage the LEA is provided with evidence and documentation about the child's development over time. This aims to show that little or no progress has been made, that the measures taken by the school and external specialists have not adequately helped meet the child's needs, and calls for special educational provision which cannot reasonably be provided within the school's usual resources. If the LEA agrees to the request, a Statutory Assessment of Educational Needs takes place and the LEA may then decide to determine the child's educational provision through an EHCP Plan.

Education, Health Care Plan

An Education, Health Care Plan is a legal document that sets out the nature of a pupil's needs and strategies to be used to help meet those needs that the school is obliged to adhere to and the LEA must provide the resources for. It will often include the provision of a number of stated hours of additional adult support for the pupil, which the school must arrange for, usually in the form of a Learning Support Assistant (LSA) who will work with the pupil for the duration of the plan.

Annual Review of an Education, Health Care Plan

All Education, Health Care Plans must, by law, be reviewed annually (or half yearly if the child is in Foundation Stage 1 or Foundation Stage 2). On behalf of the Head Teacher, the review is arranged by the SENCO who invites parents, representatives from the LEA and all professionals involved to a meeting where it is decided whether any amendments need to be made to the plan. The parents' and pupil's views are included in the meeting and, if appropriate, the pupil is also present. The review focuses on what has been achieved as well as any problems that need to be resolved.

When children leave Merrydale Infant School

Upon transition from our infant school to the junior school, there is a meeting between the Year 2 teachers and the Year 3 teachers where special educational needs information will be shared. Additionally, our Inclusion Manager meets with the SENCO of Merrydale Junior School to share information about all of the children on the SEN register transferring. When a child leaves Merrydale Infant School to attend a different infant / primary school the relevant SEN paperwork is forwarded and where possible a telephone discussion held between the two SENCOs.

STAFF DEVELOPMENT

All staff are expected to participate in relevant training and development opportunities in order to keep up to date with current practices, policies and procedures with regard to SEN. This may be through attendance at off-site courses run by specialists or through in-service training.

CPD is important in our school and any training opportunities are offered to the Inclusion Manager by Special Needs Teaching Service. Where only one staff member can attend, that member of staff cascades the information to colleagues in dedicated time slots. The Inclusion Manager attends the Local Authority SENCO meetings.

Where a child is admitted to our school with a specific need, we seek training and support prior to the child starting, from specialist services where appropriate and the school nurse. If any equipment or specialist facility is needed this would be recommended via these agencies and school would respond to the recommendations accordingly.