



# **Special Educational Needs & Disabilities Policy**



## KinCraig Primary School and Children's Centre, Blackpool

### Special Educational Needs & Disabilities Policy

We believe that all children have an equal right to a broad and full education and that all pupils are capable of making progress and achieving success. However, we recognise that children are individuals and therefore some children will require additional support in order to succeed. This policy statement describes how we endeavour to recognise and meet the special educational needs of our pupils.

In adopting this policy statement the staff at KinCraig Primary School accept that the pupils with special educational needs are the shared responsibility of all staff. Staff have high standards and expectations for all pupils. The need for each child to develop high self-esteem and a feeling of self-worth is central to our teaching of all children, including those with special educational needs. This policy is intended to reinforce and extend the statements made in each of the curriculum areas.

#### Objectives

- To provide within school a flexible and staged structure of provision for meeting pupils' special educational needs which ensures full access to all areas of the national curriculum.
- To adopt strategies that encourage the early identification of learning difficulties.
- To offer a differentiated curriculum for all pupils to meet their individual needs and to ensure that all children become independent, confident and capable learners.
- To develop a system of record-keeping that will facilitate, through continuous and staged monitoring, the identification and assessment of learning difficulties leading to the development of individualised and group learning programmes.
- To encourage parents/guardians to be involved partners in the education of their children.
- To establish and then maintain links with all outside agencies and educational support services.
- To initiate and facilitate staff development programmes concerned with special educational needs.
- To establish and then maintain effective links with previous settings and develop links with secondary and special schools to ensure a comfortable transition with continuity for children with special educational needs.

#### SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Our SEND policy has been developed with our staff, both teaching and non teaching, our parents and our Governing Body. It has been written within the guidance provided in the SEND Code of Practice, 2014.

## Aims

- To ensure that all are valued equally.
- To ensure that all make progress regardless of gender, disability, race, faith and culture.
- To work in partnership with parents and children.
- To assess and identify special educational needs promptly, and focus resources at earlier stages of assessment
- To ensure that all have access to a relevant, broad and balanced curriculum.
- To monitor, review and evaluate policy and practice on a regular and systematic basis.

## Principles and Values:

At Kinraig School the schools' philosophy, as promoted in the school prospectus, demonstrates a commitment to special educational needs. The following statement is of particular relevance:

***"Kinraig is a school where quality education is available to all children. It is a school where regardless of personal circumstances children will find themselves in an environment where their abilities, mental, physical and personal will be stimulated, developed and extended. Every child will be important and have a sense of personal worth. This will be achieved through a balanced curriculum and emphasis on personal development where achievement in every aspect of school life is recognised by the child, the parent / guardian and the school. This education will be provided for the child in a secure environment promoted in a positive way."***

The school's behaviour management policy also re-enforces this commitment when it highlights the principle that:-

"We want to ensure that all children make progress regardless of gender, ability, race or culture."

Such principles are at the heart of our approach to special educational needs and to achieve our objectives we give this department a high profile in the school. Within budgetary constraints we seek to provide:

- Well qualified staff with particular expertise in this area;
- Time within the curriculum for children with special educational needs to be supported; accommodation for this to take place both within and outside the classroom;
- A range of appropriate resources.

## Social Inclusion

Kinraig School promotes inclusion and equal opportunities for all its pupils including those with special educational needs, minority faith and ethnic groups, those with English as an additional language, travellers, asylum seekers and refugees, "looked after children", gifted and talented pupils.

We do this by recognising each individuals strengths and talents, adapting our teaching and learning styles, providing a wide range of support for both the children and their families when necessary, promote good relationships by the standards we set and the behaviour we promote.

At our school we constantly monitor and evaluate the progress that each pupil makes. We provide systems for pupils who otherwise may be unable to access opportunities which will allow them to reach their full potential. Through our PSHE and assemblies and through our strong relationships between adult / adult and adult / child we promote tolerance and understanding, in a diverse society.

## **Equality Act, 2010**

As referred to above, under 'Social Inclusion', Kinraig School does not treat disabled pupils less favourably for a reason related to their disability. In addition, it makes reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

## **ROLES AND RESPONSIBILITIES.**

The Schools Governing Body.

### **Governor with responsibility for SEN: Mr S Smith**

The responsibility for arrangements to identify, assess and meet the special educational needs of the pupils, rests with the Governors. They have a specific statutory duty to:

- Do their best to ensure that necessary provision is made for any pupil who has any special educational needs.
- Ensure that, where the head teacher 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 teach him or her.
- Make certain that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Report annually to parents/guardians on the school's policy for pupils with special educational needs.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs - so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

### **Headteacher: Mrs Karen Appleby**

The Head teacher is the responsible person in receipt of information from the Local Authority (LA) regarding the special educational needs of pupils within the school. She will be the principal agency through whom the governors discharge their duties. She has designated a member of staff, to oversee provision of Special Educational Needs throughout the school and to represent those needs in discussion where necessary.

### **School SEN Co-ordinator: Mrs E Oldham**

The SEN Co-ordinator has a number of duties, these include:

- The day to day organisation and implementation of the school's SEN policy.

- Keeping the schools SEN register and Children's Record files up to date.
- Advising class teachers and subject co-ordinators.
- Taking the lead in managing provision for pupils.
- Support of learning support assistants (LSA)
- Overseeing and updating records on pupils with SEN
- Identifying and assessing pupils with SEN
- Monitoring and reviewing the provision made for pupils with SEN
- Liasing with external agencies
- Ordering and maintaining SEN resources
- Leading INSET
- Liasing with, and reporting to, the governing body on SEN issues
- Working with parents / guardians of pupils with special educational needs
- Management of Annual Reviews for children with statements of SEN
- Evaluating the effectiveness of the special educational needs policy.

### **ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.**

The co-ordination of provision is ensured by: -

- Regular reviews and discussions between the SEN co-ordinator and the class teachers
- Regular reviews and discussions between the SEN co-ordinator and the head teacher
- Regular reviews and discussions between the SEN co-ordinator and the staff of outside support agencies
- Individual educational plans as prescribed by the Code of Practice;
- Communication between the SEN co-ordinator, other staff and the parents of children with special educational needs;
- Liaison between the SEN co-ordinator the Nursery Class Teacher & Reception class teacher
- Liaison between the SEN co-ordinator and the SEN Governor
- The SEN co-ordinator is a member of the Leadership Team
- The SEN co-ordinator develops relevant SEN issues to be included in the School Development Plan.

### **Admission arrangements**

See the Admission and Induction Programme and School Prospectus

### **INFORMATION ABOUT POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

#### **Allocation of resources to and amongst children with SEN**

The school budget identifies spending which is allocated to the SEN Co-ordinator. Further resources for children with special educational needs may be identified by staff controlling subject and year budgets within the overall school budget. The School Development Plan identifies priorities for SEN funding. From within the school's staffing budget the school maintains an identified special educational needs co-ordinator who has delegated responsibility for the code of practice.

## **Identification and Assessment**

The importance of early identification of special educational needs cannot be over emphasised. The earlier the intervention the more responsive the child will be. To assist in the early identification of the children with special educational needs we are using evidence gathered from the 'Early Years, Foundation Stage Profile'.

Under the revised Code of Practice 2014, Special Educational Needs (SEN), a pupil is said to have special educational needs if they have:

- a) have a learning difficulty or disability that calls for special educational provision to be made for him or her,
- b) are a child of compulsory school age that has a significantly greater difficulty in learning than the majority of others of the same age or
- c) have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

In section 6. 14 – 30 of the new code of practice 2014, four broad areas of need are identified:

### **Communication and Interaction**

Support for learning may be needed to support the learning of children who have difficulty with one, some or all of the different aspects of speech, language or social communication. This also includes children with Autistic Spectrum Disorder (ASD) who are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support may be needed to assist learning for children who learn at a slower pace than their peers even with appropriate differentiation. This can include learning difficulties such as moderate learning difficulties (MLD), severe learning difficulties (SLD) or specific learning difficulties (SpLD) which encompasses conditions such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **Social, Emotional and Mental Health**

Support may be needed for children experiencing a wide range of social and emotional difficulties which can manifest themselves in various ways eg. becoming withdrawn or isolated or displaying challenging or disruptive behaviour. Support is also needed for children who may have underlying mental health difficulties which can present in behaviours such as anxiety, depression, substance misuse, eating disorders and self-harming. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need, but more of an underlying response to a need which will be recognised and identified by our staff who know and understand the child well.

### **Sensory and/or Physical Needs.**

Additional provision may be needed for children who have a disability which prevents or hinders them from making use of the educational facilities provided. The range of difficulties experienced could include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and may require specialist support, equipment or rehabilitation support to ensure access to learning.

Some children may have a physical disability (PD) that may need additional support and equipment to access all the opportunities available to their peers. At Kincaig, we take every step to ensure that no child is disadvantaged because of a disability or learning difficulty.

Areas of need are not provided so that children can be placed in a particular category but offer an overview of the range of needs that should be planned for. We believe that it is vital to consider the needs of the whole child, which will include all information not just the child's individual special need.

In addition, at Kinraig we acknowledge that there are other factors that affect a child's ability to learn and that can limit their learning opportunities, (but are not classed as SEN). These include:

- Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation but these alone do not constitute SEN);
- Poor attendance and punctuality;
- The health and welfare of our children;
- English language being the child's additional language;
- A child who is cared for by the local authority;
- A child whose parent(s) serve(s) in the armed forces;
- A child who qualifies for pupil premium.

The importance of regular good attendance and punctuality is emphasised at Kinraig so that important teaching and learning is not missed and learning gaps are minimised.

## **Managing pupils on our SEN register:**

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a whole school matter and involves the Governing Body; the Senior Leadership Team (SLT); the SENCO; and, all other members of staff particularly class teachers and teaching assistants who have important day to day responsibilities.

### **Admission**

A child's current level of attainment is assessed upon entry to Kinraig so that we build on the foundations and patterns of learning established in Early Years settings. Comprehensive transitions are completed on children identified as having SEN in their pre – school setting so that the child's needs, strengths and weaknesses are shared and starting points can be established. Information regarding what works well and how the child can best be supported are shared with the Reception class staff to ensure continuity of approach.

### **Non Routine Admissions (NRA)**

As a school, we recognise the importance of ensuring continuity for our new pupils. We endeavour to gain detailed information about all children who move to Kinraig from other schools. The parents or carers of pupils are asked for background information so that any needs are quickly identified.

### **Our Graduated Response:**

To help children with special educational needs, Kinraig adopts a graduated response. We record the steps taken to meet the needs of the individual child through the use of Individual Education Plans (IEP). Our SENCo has responsibility for:

- ensuring that records are kept updated;
- informing parents, carers and the child of their progress against agreed targets; and
- making records accessible and available when needed.

## **SEN Process at Kinncraig:**

### **EYFS and Pre School Settings**

Children who attend our Nursery are assessed to identify their strengths and any areas of progress which are emerging. A targeted plan is developed to support the child's future learning / development if there is significant emerging concerns or an identified special educational need or disability.

### **Stage 1 – Focus Group**

At Kinncraig, universal, high quality teaching for all pupils is the first step in response to pupils who have, or may have, a special educational need. The class teacher is responsible and accountable for the progress and development of the children and pupils in their class. The quality of teaching for all children and pupils is regularly reviewed and evaluated by the SLT and class teachers, which includes improving our understanding and effective implementation of agreed strategies to identify and support vulnerable pupils. For those children, who have been identified by the above procedures and, despite receiving differentiated learning opportunities, make little or no progress in their identified area of weakness, will trigger 'SEN Support' procedures. These procedures will include liaison with the parent/s and discussion with the SENCO. Once all available information including that provided by the parent/s, or other outside professionals, is collected the SENCO will plan for further assessment, support and monitoring of the child. This may be providing specific resources, learning materials, group or individual support or advice from relevant outside services.

### **Stage 2 – SEN Support**

At Kinncraig, we maintain a SEN register. This is updated termly to show changes in pupil placement. The initial identification of children with SEN is generally a result of one of the following processes:

- The class teacher recognises a child's learning difficulties as a result of ongoing class teacher assessments.
- Local Authority screening procedures, specific year based assessments, SATS, optional SATS, PIPs, EYFS Profile and other formal assessments identify children experiencing difficulties in acquiring basic skills
- Parents / guardians identify learning difficulties in their children and request a more formal assessment
- An external agency, generally one of the Health Services, identifies a special educational need and informs the parents / guardians or the school.
- Previous school records indicates that an SEN has already been identified



Children may be added to the SEN register for the following reasons:

- They make little or no progress even when teaching is differentiated, interventions and/or adjustments have been made and good quality personalised teaching, to target the child's particular identified area of weakness, have been given;
- Despite high quality personalised teaching of English and Maths, the child fails to make progress which impacts on their access to other areas of the curriculum;
- The child with sensory or physical problems makes little or no progress even though specialist equipment is being implemented;
- Social and communication problems continue to show no improvement and are affecting the learning of the child;
- The child displays persistent emotional or behavioural difficulties which do not improve when behaviour management techniques are used.

At this stage, parents or carers are informed of our concerns with an evaluation of support offered to date. More specific plans and strategies to help support the child's learning are discussed and the child is placed on the SEN register.

Individual Education Plans are drawn up with the class teacher and shared with the child, parents and any staff involved with the child to ensure continuity and to monitor progress. These plans are regularly reviewed, evaluated, amended and incorporated into the teacher's lesson planning.

### **Individual Education Plans – Plan, Do and Review**

Strategies and targets for each child are included in their Individual Education Plan (IEP), which will include key areas of English, Maths and social skills the child will need to work on. The I.E.P. includes information about:

- Short term targets set for the child
- Provision put in place to achieve these targets
- When plan is to be reviewed
- Outcome of the action taken

The targets in the I.E.P. are shared with the child and the parent/s, usually at the 2 SEN Reviews throughout the year, although parents can request private meetings if they so required. The IEP's of children are reviewed twice yearly (January and July). An IEP will outline the adjustments, interventions and support to be put into place as well as the expected impact on progress, development or behaviour together with a clear date for review. In devising the support plans, the class teacher gathers information about the child's difficulties and strengths, which will inform future planning. The plan is a working document and although it is regularly reviewed, it may be amended when required in order to:

- reflect targets that have been achieved;
- include different strategies to replace ones that have not achieved progress; and,
- incorporate any additional advice suggested by outside agencies as given.

We involve the child's parents / carers at every step. Parents / carers are invited to provide background information and to make contributions to the plans. The child is also informed of their targets and are included in any review of their progress where their views in the evaluation of what has worked well and how they can be best supported is vital in the review process. Strategies may include differentiation of classroom work, additional support in class or implementation of our Behaviour Policy with relevant rewards and consequences identified to meet the child's individual needs.

Following these actions, if the child is making expected progress, in line with their targets, the child may remain on the SEN register for monitoring and the plan be amended to reflect progress made and targets achieved. Once the child no longer requires the support plan, they will be removed from the SEN register. A child may be removed from the SEN list if:

- they no longer require the services of an outside agency to support their learning; or,
- if they have made significant progress and are now working in line with class, local or national expectations and therefore no longer need the additional support.

The decision to remove the child from the SEN register will be actioned following the review of the support plan. The SENCO is authorised to amend our SEN register.

### Stage 3 – Outside Agency Support

After two cycles of 'Plan, Do and Review' at 'SEN Support', if a child:

- Continues to make little or no progress in specific areas
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has Social emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having individualised behaviour management intervention
- Has sensory or physical needs, and requires additional specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Then following consultation with parents or carers and the child, if appropriate, specialist outside agencies may become involved. The SENCO can access a wide range of external agencies either in an advisory role, to provide a more detailed assessment or to work with the child. Examples of the outside specialist agencies that offer support include:

- Educational Psychology Service (EPS)
- Early Years SEND
- Behaviour Advisory Team (BAT)
- Communication, Learning and Autism Service (CLAS)
- Park Community Academy Outreach Service (MLD)
- Emotional wellbeing in School Team (EWIST)
- NHS Speech and Language service
- Counselling (Trinity)
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Service
- NHS Physiotherapists,
- NHS Occupational Therapists,
- Hearing & visually Impaired Service,
- School Nurse
- Blackpool Advocacy Service,
- Bereavement Link Worker.
- NHS Health Visitor (0-4)
- Early Years Advisory Teacher

The relevant agency may support by providing advice, resources, strategies and/or reports. The outside agency may also offer suggestions for targets for the child's SEN support plan which will inform the Plan, Do and Review cycle used to monitor the child's progress.

These agencies are invited to the child's review meetings and will liaise with the school and parents in devising new targets, teaching approaches and relevant resources for new IEPs.

### **Monitoring and Evaluating Progress**

At Kinraig, progress can be identified where:

- The attainment gap between the child and their peers does not widen or reduces;
- The rate of progress is significantly greater than before the strategies were implemented;
- The child is accessing more of our curriculum offer alongside their peers;
- There is a significant improvement in self- help, social or personal skills; or,
- There is a significant improvement in the child's behaviour.

### **Stage 4 - School referral for a statutory assessment**

The needs of the majority of pupils who have special educational needs should be met effectively under 'SEN Support'. If, despite the agreed actions taken to identify, assess and meet the special educational needs of the child, expected progress has not been made, the decision to consider requesting an Education, Health and Care Plan will be made by the SENCO and/or the parents or carers.

As part of the assessment, we will provide evidence of the action they we have taken as part of the SEN support plan cycle. The Local Authority will then have to make a multi-disciplinary assessment of special educational needs. This may or may not lead to an Education, Health and Care Plan (EHCP). All evidence that the school and all relevant outside agencies have compiled will then be used to help make a judgement regarding whether or not the child needs an EHCP; the objectives to work on and the support necessary to achieve those objectives.

The LA has a duty to review each EHCP on an annual basis. The LA must initiate the review by writing to the head teacher asking them to convene a review meeting and prepare a review report. Written advice is requested from all relevant parties and a copy of this advice is circulated to all those invited to the review meeting at least two weeks prior to the meeting. The Annual Review is held in school. It is generally expected that the review will be attended by the child, the child's parents / guardians, the class teacher, the SENCO and any other relevant outside agencies.

### **The Support Offered to Children with SEN at Kinraig**

#### **Teaching Assistants/ Special Support Assistants**

At Kinraig, we fund and deploy teaching assistants to support teaching and learning in every classroom. Their role includes:

- Working with small groups of children on focused tasks set by the class teachers;
- Working with individual children on targets from their IEP;
- working on activities set by specialist agencies, such as speech and language therapists or occupational therapists.

## **Withdrawal Support**

We have the facility to withdraw children from class to focus upon intervention strategies relating to the Maths and English lessons. These children work with highly trained support staff on activities to support the targets on their IEP's. We recognise the need for withdrawal support to be planned, closely monitored and carefully linked to the individual child's learning. Individual class teachers maintain close links with the SENCO to ensure that details of individual children's progress are shared/ evidenced & each class teacher has a copy of their children's SEN information.

## **Access to National Assessments**

As a result of Special Educational Needs and Disability (SEND) reforms introduced in September 2014, the categories of School Action and School Action Plus have been replaced with a new category called Special Educational Needs (SEN) support. The Education, Health and Care (EHC) plan has replaced statements of SEN and Learning Difficulty Assessments. This means that the definition where access arrangements may be appropriate for pupil(s) has changed. Access arrangements may now be appropriate for pupils:

- with a statement of SEN or an EHC plan as described in the SEND Code of Practice or a local equivalent such as an Individual Pupil Resourcing Agreement
- for whom provision is being made in school using the SEN Support system or the School Action or School Action Plus aspect of the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with English as an additional language who have limited fluency in English

At Kincaig, we liaise with the LA to ensure that all children have the appropriate access arrangements in order for them to demonstrate their actual levels of attainment and progress, in national assessments. Particular arrangements include:

- Rest breaks
- Additional time
- Readers
- Amanuensis

## **Transitions to High School**

At Kincaig we recognise that the transfer to high school can be a worrying time for both children and their parents, particularly those with SEN. We make sure that transition arrangements are made for every child, but for children with SEN, these include:

- Detailed hand over between class teachers, SENCOs and year group leaders so that all information is passed over;
- Extra transition visits so that the child becomes familiar with the new school and their staff;
- Identification of a key worker who will smooth the transition for the child; and,

## **Parental Involvement**

The relationship between parents/guardians and school is crucial to the educational progress of any pupil, particularly if that child has special educational needs. The unique knowledge that parents/guardians have of their own child is vital to the child's educational development. If a child has a special educational need their parents/guardians are consulted at every stage. When a child is placed on the register, the parents/guardians will be informed in writing. It is the responsibility of the class teacher to inform the parents/guardians of any concerns relating to their child and to take appropriate action if any parent/guardian requests an assessment of his/her child's needs. Parents/guardians have complete access to any of the paperwork held in school regarding their child's special educational needs. A good and trusting relationship between staff and parents/guardians is essential if a child is to make progress. Parents/guardians can help their children in many ways, including working with their child at home and reinforcing/supporting the agreed targeted areas from the IEP.

When a parent/guardian visits school to discuss their child's needs they should be made aware of.

1. The proposed action to be taken to meet their child's special educational needs.
2. Practical ways in which they can help their child at home.
3. The planned date for their child's progress to be reviewed.
4. In-school support available.
5. Kinraig's policy on special educational needs.
6. Relevant LA services.
7. Parents/guardians, rights in assessment (when applicable).
8. The name and location of the SENCO.

Parents/guardians should be invited to share any information that they have concerning their child which could be of relevance to their child's special educational needs. Parents/guardians are invited to attend reviews. At the reviews parents/guardians should be informed of:

1. The progress that their child has made in the target areas.
2. The effectiveness of any action taken
3. Any further action to be taken.
4. The planned date for their child's progress to be reviewed.

Staff at Kinraig set out to develop a co-operative relationship with parents/guardians where parents/guardians have the confidence to make their views known in the knowledge that their concerns will be responded to. Therefore parents/guardians are encouraged to discuss any complaints with the class teacher. However, if the problem is not resolved at this stage, parents/guardians can make an appointment to discuss their concerns with the Headteacher. In the unlikely event that the problem remains unresolved, parents/guardians have a right to discuss their concerns with an LA representative. This information is provided on the school website, under the heading 'SEND Offer'.

## **Advising class teachers and subject co-ordinators**

The co-ordinator for special educational needs is available to provide colleagues with information/advice & resources pertaining to special educational needs. She will Endeavour to seek advice from external agencies if she is unable to answer specific concerns.

## **In-Service Training**

The Head teacher & SENCO in conjunction with the Deputy Head Teacher discuss appropriate training. The Management infrastructure and performance management of staff allows planning, allocation, delivery and support for training and specialist training relating to SEN within Kincaig School

## **Planning**

Action taken to support children with special educational has to be well planned and evaluated on a regular basis. An important part of the planning process involves drawing up an IEP. However, there should also be evidence of the implementation of the plan in the class teacher's short-term planning. All withdrawal support is planned. The SENCO has short term plans which are closely related to the IEP's of the individual children.

## **Assessment**

Assessment is a vital part of the teaching cycle since it allows the teacher to reflect on the child's progress in the light of the teaching methods adopted. Assessment can inform future planning by redefining learning objectives. On going assessments should involve the child, allowing him/her to experience his/her own success.

Before holding a review with parents/guardians teachers will need to establish whether a child has met the targets set on his/her IEP. If a child has met targets during withdrawal support this information should be recorded in the group file so that it is easily accessible to the class teacher. Assessment can take many different forms. For some targets it is necessary to set a specific task for the child to complete, whilst for others a verbal or written response may be required.

## **Record Keeping**

Each child on the special needs register has a Special Needs File. The Special Needs Files are stored in the SENCO's cupboard and are available, on request, to parents/guardians. Each class teacher also has copies of IEP's and reviews in their own SEN file. Any information relating to the special needs of the child is stored in the special needs file. Individual Educational Plans (IEPs) and Review Sheets have been agreed with staff these are used for children with SEN Support.

In addition, the children on the SEN Register, their SEN category and review dates are stored on the school's computer.

## **External Agencies**

The SENCO is responsible for establishing effective links with the various external agencies to ensure that support is well co-ordinated. Where possible representatives of external agencies are invited into school to provide information and staff training.

The Educational Psychology Service provides advice and assessment services. It is essential to have an educational psychologist's report before recommending a child for Statutory Assessment. The SENCO meets with the Educational Psychologist (EP) for a planning meeting on a regular basis. The SENCO also aims to speak with the EP on each visit to the school to provide an update on children raised at the planning meetings. Parents/guardians and class teachers are encouraged to meet with the educational psychologist to allow a more complete assessment of the child's needs.

Where the Social Services are involved with a child with special educational needs the SENCO will liaise closely with the School based professional responsible.

Access to the various medical services is affected through the school nurse. The SENCO meets with the school nurse on a regular basis to raise class teacher's concerns about children in school. The SENCO also updates the medical register when necessary. No child is referred to an outside agency without the agreement of the parent/guardian.

## **Training and Learning Strategies**

We recognise that all children have the right to access a balanced and broadly based curriculum, which includes the National Curriculum. However, we are aware of the need to modify presentation and teaching practice to allow true access for children with special educational needs. There are many strategies teachers might consider when teaching children with special educational needs. The following are some examples:

### **Differentiation**

Work in all areas of the curriculum, but especially the core subjects, should be differentiated where appropriate. We use two types of differentiation, differentiation by input and differentiation by outcome. Differentiation should always be planned. Classroom organisation and grouping of children according to their abilities are an important part of the way on which we differentiate activities.

Differentiation by input describes activities where the method of presentation and/or the level of the activity are modified to meet the special needs of the pupils. On such tasks it is expected that all children will produce a high Standard of work. This type of differentiation is necessary for the delivery of the core curriculum.

Differentiation by outcome describes activities where a similar task is presented to all children with only minor modifications made for children with special educational needs. The individual child's performance is then assessed in the context of his/her current level of attainment. This type of differentiation should be used advisedly and teachers should be sensitive to potentially negative effects on the child's self-esteem. This type of differentiation is more characteristic of foundation subjects.

### **Task Analysis**

All tasks can be analysed or broken down into smaller steps. We recognise that children with special educational needs can be overawed when presented with the whole task. If a small step or step-by-step approach is adopted then success is easier to achieve. The child can be praised as each step is completed allowing them to develop their self confidence.

### **Practical Work**

Children with special educational needs are often very responsive to tasks presented in a practical way. Games and hands-on teaching strategies give the child an important visual reminder, which does not include a great deal of reading or recording.

### **Experience and Interests**

We recognise that the child's understanding is enhanced if work is related to his/her own experience. Knowledge of



the child's interests both in school and out, enables individual programmers to be made more relevant. Parents/guardians and children themselves are recognised as vital sources of such information.

## **Language**

We are aware that the language used when introducing a lesson or task should be appropriate for the target children. Teachers modify their use of language to meet the individual requirements of the children in their classes. Many children find it difficult to remember more than two requests or instructions at once. Some children may need to have instructions broken down to allow them to complete the whole task. Older children may have to develop more independence in this area

## **Encouragement**

We recognise the need to encourage all our children to fulfil their potential and achieve success. Children with special educational needs have often had considerable experience of failure, so immediate feedback is important and shows that the teacher is interested in what the child is doing.

Rewards should be given for the smallest of successes; any movement towards the individual child's target should be rewarded. The nature of the reward should be decided according to the needs of the individual and the recommendations made in our behavior policy.

## **Patience**

We are aware of the need to retain patience with children with special educational needs. We recognise that learning should be fun and enjoyable for the children to encourage participation and to avoid the children becoming frustrated and angry. These negative emotions only add to the child's learning difficulties and lower their self-esteem.

## **Repetition**

The extended reinforcement period allows for a greater number of activities to be planned to reinforce the child's understanding of a given concept. It is essential that reinforcement activities do not become repetitive, and teachers should attempt to reinforce skills using a variety of forms of presentation.

## **Recapitulation**

Regular recapitulation or re-visiting ensures that new concepts and skills are maintained. This is particularly important for pupil's memory skills.

## **Concentration**

Children with special educational needs frequently have a low level of concentration. Sessions should be short and concise with a break in the activity if required, e.g. a construction activity, before bringing the child back on task later with renewed concentration.

## Monitoring and Evaluating SEND Policy

The effectiveness of this policy must be evaluated on an annual basis. A policy should be evaluated in terms of the objectives that it proposes. Therefore the following proposed success criteria are based on the objectives stated at the beginning of this policy. Proposed methods of evaluating current policy are detailed in the appendix.

### Success Criteria

1. All staff are familiar with current SEND policy
2. SEN provision is staged, structured and flexible.
3. Children's learning needs are acted upon as soon as they are identified.
4. Evidence of differentiation in teacher's planning
5. Informative and relevant records are kept up to date.
6. Parents/guardians are involved and understand the SEN process as it relates to their child.
7. There is effective liaison within school and with external agencies.
8. All staff engage in SEN INSET.
9. Links with transfer schools are effective.

Monitoring will be carried out by the SENCO. The outcome of the monitoring and evaluation exercise will form the basis of the Annual SEN Report to Parents/Guardians and Governors.

Reviewed: December 2015

Mrs Emma Oldham SENCO  
S Smith SEN Governor

Policy Adopted by the Governing Body

Signed \_\_\_\_\_ Date \_\_\_\_\_

Date	Proposed Amendment	Signed

### APPENDIX A

Proposed methods of evaluating current policy

- . Update following national and local initiatives
- . Reviewing annually numbers/stages on register
- . Children are making progress towards targets
- . Tracking and target setting through School's Self-Evaluation by using EYFS Profiles & Optional SATs.

Updated December 2015