



Special Educational Needs Policy

22nd November 2018

Version	Date	Author	Status	Summary
1.0	23.6.11	Mary Brice	Approved	
2.	10.09.12	Samantha Corfield	Approved	Changed SEN Governor name & other small changes. Also changed SEN Governor & Inclusion Manager meeting twice a year to at least termly.
3	17.09.13	Sian Taylor	Approved	Changed SEN Governor name
4	7.11.2014	Sian Taylor	Approved	Updated with new legislation
5	03.02.2016	Mary Brice	Approved	Changed SEN Governor name
6	December 2017	J. Jennings	Approved	Change of review date to November 2018
7	November 2018	L. English and M. Brice	Approved	Updated to reflect current practice and procedures

Last Reviewed By: Lauren English & Mary Brice

Date of Review: 22nd November 2018

Expiry Date: November 2019

Ratified By: Full Governing Body

Special Educational Needs Policy

Vision and Values

Buryfields Infant School where children will develop a lifelong love of learning through an exciting and enjoyable curriculum. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

Our values are expressed through our school motto which is “Excellence – Respect – Achievement”

Aims

In support of our vision and values we aim:

- To challenge and motivate each and every child
- To continue to raise standards and achievement level
- To ensure the needs of every pupil are met appropriately

Buryfields Infant School provides an inclusive, broad and balanced curriculum for all children including those with special educational needs. We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are valued and supported. Children may have SEN throughout, or at any time during their school career. This policy ensures that our curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil. Teachers take into account in their planning a child’s special educational needs and the provision made therefore enables such students to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life. Every teacher is a teacher of every child including those with SEN

Admission arrangements follow the criteria set by Hampshire county Council for maintained schools (see school website). The school will actively take all reasonable steps to provide effective educational provision for all children.

Mary Brice is our SENCo (Special Educational Needs Co-ordinator and Inclusion Manager) and she is also a member of our Senior Leadership Team. She has achieved the National SENCo Award and can be contacted through the school office or class teacher.

Aims and objectives

- To identify and support pupils with special educational needs as early as possible
- To create an effective learning environment that meets the needs of each child
- To ensure that all children have equal access to a broad, balanced and differentiated curriculum and all other aspects of school life
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contribution to learning
- To encourage children to be fully involved in their own learning

- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To raise staff awareness of the need to differentiate work effectively and to provide regular training and support for all staff
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN
- To monitor and review individual needs regularly and to maintain clear records of any action taken
- To determine any resource implications and establish whether they will be met within school or provided by outside agencies
- To establish criteria for monitoring, evaluating and reviewing the effectiveness of provision
- To decide if specialist advice is required from outside agencies and make appropriate referrals
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN

Identifying Special Educational Needs

All teachers are responsible for ensuring the requirements of every pupil are met and that includes children with Special Educational Needs. The Inclusion Manager will work with all staff to ensure that children who may need additional or different support to that normally found within the classroom have their needs identified and addressed as early as possible. The revised Code of Practice is used to identify, assess and provide for pupils for SEN and then a graduated response is adopted.

Children's SEN and requirements fall into the following broad areas:

- Cognition and learning (Sp, LD)
- Speech, language and communication needs (SLCN)
- Social, Emotional and Mental health difficulties (SEMH)
- Autistic Spectrum Disorders (ASD)
- Physical disability (PD)
- Hearing impairment (HI)
- Visual impairment (VI)

If assessments and monitoring show that a child's attainment falls significantly outside the expected range then they may have a special educational need. If a teacher has concerns about a child they will collate evidence of monitoring and assessment and then liaise with the Inclusion Manager to decide upon appropriate provision within an agreed time frame.

Graduated Approach

A Graduated Approach to the identification and assessment of SEN will be used. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Assess

The class teacher, parents and Inclusion Manager carry out a clear analysis of the child's needs. The assessment is reviewed regularly to ensure that support and intervention are matched to need. In some cases, outside professionals from health or social services may already be involved with the child.

Plan

Parents are formally notified that their child receives additional support in class and/or in intervention groups. An IEP will be written and the child entered onto the school's provision map. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Do

The class teacher remains responsible for any interventions which involve group or 1-1 teaching away from the main class. The teacher works closely with Learning Support Assistants to plan and assess the impact of support and interventions. The Inclusion Manager should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions, and their impact on the pupil's progress, are reviewed with class teacher, parents and Inclusion Manager. The next steps are planned, which may include revising the support.

Education, Health and Care plan (EHC plan)

If after advice the school and parents consider that help is needed from outside the school's resources the Inclusion Manager completes the form requesting an Education, Health and Care needs assessment by the local authority. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Management of SEND within school

We recognise that all staff are teachers of SEN. The Inclusion Manager has the responsibility for the day-to-day implementation of the SEND policy.

- Managing the day to day operation of the SEND policy
- Co-ordinating the provision for children with special educational needs
- Liaising with and advising teachers and learning support assistants (LSAs) and other staff within school
- Overseeing the records of all children with special educational needs, including the systems for identifying, assessing, monitoring and record keeping for children with SEND
- Assisting class teachers and other teaching staff to develop and review Individual Education Plans
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff

- Liaising with external agencies to support the development of children with SEND
- Completing the LA procedures and documentation for children with SEN, including Annual Reviews of EHC plans
- Managing a range of resources to enable appropriate provision for children with SEN

The role of the Governing Body

The Governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs and Disabilities. The named governor responsible for SEN is Rachel De La Cruz. She ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body aims 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.

The monitoring criteria include:

- The maintenance of accurate up to date records by the Inclusion Manager and other staff
- Evidence of monitoring classroom practice by Inclusion Manager
- Analysis of pupil tracking data and test results (for individuals and groups of pupils)
- Evidence from OFSTED inspection reports
- School Profile

Access to the curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet the needs of pupils' special educational needs. Lessons have clear objectives and success criteria are differentiated appropriately and assessed to inform the next stage of learning. Individual IEP targets are taken into account within class planning.

Support for children with SEN may also be provided:

- In class within a small group with the class teacher or LSA
- In class 1:1 support with an LSA
- Within a small group out of the class working with a teacher or LSA
- As 1:1 support out of the class working with a LSA
- By outside agencies as appropriate
- As detailed within an EHC plan

Allocation of resources

The budget for SEND is delegated by the LA. The Headteacher and Inclusion Manager

are responsible for the operational management of the resources for special needs provision within the school, including the provision for children with an EHC plan.

The Headteacher informs the Resource Committee of the Governing Body as to how the funding allocated to support special educational needs has been employed.

The school provides for:

- Additional learning support
- 1:1 support for pupils
- Non-contact time for Inclusion Manager
- Material resources
- Suitable working environment

Partnership with parents

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Regular meetings are held with parents to discuss the progress of pupils with SEN. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. The school's SEN information report can be found on the school website with a link to the Hampshire Local Offer.

If a parent has a complaint they can refer to the Headteacher who will follow the school's Complaints Procedure.

When required, support from FANDF (Forces Additional Needs and Disabilities Form) is sought for children who are on the SEND register and who are also a service pupil.

Pupil participation

All pupils are encouraged to take responsibility and to make decisions regarding their learning as is appropriate for their age. Children on the SEND register are involved at an appropriate level in setting targets in their IEPs. They are encouraged to make judgements about their progress against their targets. The views of pupils with an EHC plan are included within the Annual Review procedure.

Links with other schools

Buryfields has strong links with its feeder pre-school and nursery settings and its receiving junior school/s. Where appropriate there is close liaison around periods of transition for children with SEND; transition meetings are held involving staff, parents and relevant agencies and action plans implemented in order to enable a very positive and supportive change of setting for pupil, parents and staff.

Outside agencies

When appropriate outside agencies will be contacted and involved in assessing, monitoring and supporting pupils, staff and parents. The main agencies working with our setting are:

- Speech and language therapy service
- Educational Psychology service
- Primary Behaviour Support service
- School nurse

Monitoring and evaluation

The Inclusion Manager monitors the movement of children within the SEND system in school and within the school data tracking systems. The Inclusion Manager supports class teachers in drawing up IEPs, both individually and through regular staff training sessions. The Inclusion Manager and the named Governor with responsibility for SEND hold review meetings at least termly.