

Broomhill Infant School



Special Educational Needs Policy

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Special Educational Needs is an issue which involves all the staff in school and all staff are directly involved in the work with pupils with special needs. This is an important principle, which underpins the effective implementation of this policy.

The school follows the SEN code of practice as outlined in the Code of Practice of 2014.

Definition of Special Educational Needs

1. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a) has a significantly greater difficulty in learning than the majority of children of the same age; or
 - b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools
3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Code of practice July 2014

NB. English as an Additional Language (EAL)

The identification and assessment of the special education needs of children whose first language is not English, requires particular care. It is necessary to consider the child within the context of their home, culture and community. Where there is uncertainty about an individual child, we will make full use of any local sources of advice relevant to the ethnic group concerned.

Lack of competence in English must not be equated with learning difficulties as outlined in the Code of Practice. At the same time, when children who have English as an additional

language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

Aims of the Policy

- 1) To provide an approach to special education needs which clearly focuses on early identification and strategies for supporting children with special needs in our school.
- 2) The school should always be available to offer the support and counselling for parents and carers of children with special education needs. We should also offer reassurance to parents/carers that the main focus of our intervention is in the interests of the child's development and wellbeing
- 3) To ensure that we make our school accessible and welcoming to young people and adults with a disability, enabling the children to share and understand in a positive way, the experience of living with disability.
- 4) This policy reflects the principles incorporated in the Inclusion Statement. The culture, practice, management and deployment of resources in school are designed to ensure all children's needs are met.

Objectives

To ensure that:

- 1) There is identification and monitoring of a child's needs at the earliest possible stage.
- 2) All procedures for identifying Special Educational Needs are known by everyone (ie all personnel on site) and to provide support and advice for all staff working with pupils with special educational needs.
- 3) There is involvement with parents/carers at an early stage and that parents are encouraged to be involved with their children's education.
- 4) Adequate records follow the child through the school, which are clear, factual, up to date and reliable.
- 5) There is appropriate access to the curriculum and equal opportunities for all children with Special Educational Needs.
- 6) There is appropriate and adequate resourcing to ensure the implementation of this policy.
- 7) The needs of all children with special educational needs are catered for and that they are seen positively throughout the school.
- 8) We communicate this policy with parents/carers and governors and seek to develop this partnership.
- 9) The physical environment and practical resources should be such that they foster the optimum level of independence for children with special needs.
- 10) It is incumbent upon teachers and support staff to be aware of the varying needs of pupils in their classes and to differentiate accordingly.

Identifying Special Educational Needs

Children with Special Educational Needs are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching they are discussed with the SEN Co-ordinator (SENCo) and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN Support on our SEN register.

A child's special educational needs may be concerned with communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.

Pupils are only identified as having Special Educational Needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

The school has a clear system of procedures for the identification, monitoring and review of pupils with special educational needs, which is implemented by all staff.

Parents are involved from the initial stages of possible SEN identification and are invited to contribute to the discussions and decisions affecting their child.

Advice and help is sought from external professional agencies, where appropriate and when planning individual education programmes.

At Broomhill Infant School we consider the needs of the whole child, which will include not just the special educational needs of the child.

Factors which may impact on a child's progress and attainment, but should not be classed as Special Educational Needs includes disability, poor attendance and punctuality, health and welfare issues, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child and being a child of Serviceman/woman.

Any concerns relating to a child's behaviour will be viewed as an underlying response to a need which we will recognise and identify. The behaviour itself will not be an acceptable way of describing Special Educational Needs.

This policy reflects the principles incorporated in the Inclusion Statement. The culture, practice, management and deployment of resources in school are designed to ensure all children's needs are met.

Provision in Broomhill Infant School

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the class teacher and SENCo consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, we can make referral to draw on more specialised assessments from external agencies and professionals including Learning Support, Speech and language therapists, Early Years Inclusion Team, Educational Psychologist and other specialists as appropriate.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Managing pupils needs on the Special Educational Needs Register

Once a child has been identified as having SEN, the SENCo and class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at Special Educational Needs Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review ' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term,

there is an annual review of the child's progress.

When a child is identified with SEN the provision of support/interventions will be triggered that are additional to or different from those provided as part of our usual differentiated curriculum and strategies.

Actions are recorded on an Individual Education Plan and include short-term targets for the child, appropriate teaching strategies, a review date and at review, the outcomes of this action plan will be collated and reviewed with the parents/carers.

Support and advice may be sought from external agencies, if required, by either the parents/carers or school staff.

Occasionally, the support and intervention may require funding additional to that already delegated to the school. The school will consult with the Educational Psychologist before making the decision to apply for additional funding from the Locality. at the first stage the SENCo will use the Sheffield Support Grid to identify children with exceptional needs. The second stage is to present a case study of children having been identified as being at stage 3&4 on the Sheffield Grid to the Locality Moderation Panel, which meets termly. The final stage is to present a case study to the SEND Locality Board. It is the role of the board to allocate resources, identify and signpost best practise and offer solution focused support for schools. Parent's views should always be sought and listened to in terms of identifying the needs of their child and the support and help which they may require. However, it is for school to finalise and determine the resources and support required.

For a very few children, the support given to the child will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the staff, parents/carers and any external agencies to consider whether an Education, Health and Care plan may be appropriate. Generally, we may apply for an Education, Health and Care Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for Education, Health and Care Plans. Having a diagnosis (e.g. of Autistic Spectrum Disorder (ASD), Attention Deficit Hyper-activity Disorder or Dyslexia) does not mean that a child needs an Education, Health and Care Plan.

If the application for an Education, Health and Care Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the Education, Health and Care Plan which will record the decisions made at the meeting.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with Special Educational Needs and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with Special Educational Needs and disabilities, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient and appropriately tailored support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. For this reason, TA support will be reallocated each year to ensure that supported children build positive relationships with adults across school, as well as developing their independence and resilience.

The school has a range of interventions. When considering an intervention, we look first at the child's profile of learning in order that we can ensure the intervention is best matched to the child.

Targets for children at Special Educational Needs Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

The SENCo monitors interventions to identify 'what works'.

Criteria for exiting the Special Educational Needs Register

Children's progress and attainment is evaluated regularly at review meetings with the parent/carer, class teacher and SENCo. If a child's difficulties have been overcome or the child is working within the range of age expected levels the child will be removed from the Special Educational Needs register. We will continue to monitor the child's progress closely to ensure that the child continues to be successful.

Supporting pupils and families

The school is keen to work closely and in partnership with parents/carers at all stages of any process. We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at open evenings or during informal meetings to discuss the child's progress.

From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities, and also services outside of the area which they expect children and young people from their area might use. This is known as the '**Local Offer**'. The Local Offer puts all the information about Education, Health and Care services, leisure activities and support groups in one place. This website can be accessed at www.sheffield.gov.uk/localoffer

Information about the kinds of special educational needs for which provision is made at this school can be found in the **SEN Information Report** on the School Website.

Admission Arrangements

We welcome children with special needs into school. However, we feel it is essential to provide the level of support which enables those children to have appropriate access to the Early Years Foundation Stage and National Curriculum and benefit as fully as possible from their education at Broomhill Infant School.

Admission arrangements for pupils with Special Educational Needs may be modified depending on the specific needs of the individual, the support they receive/require and the school organisation.

In all instances, parents/carers and the appropriate professional agencies would be involved in any modification to admission arrangements. At all times careful consideration will be given to appropriate provision for the child within the context of the school's environment and resources. When a child enters school with possible or identified special needs we will:

- Use information arising from the child's previous educational experience where available to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment processes and where appropriate P levels to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Transfer of Children with Special Needs

At any stage, where a child is to transfer to a new class or school or setting, accurate, up to date information and IEPs will be passed on promptly, ensuring a smooth transition. Where possible, arrangements will be made to invite the new teacher to a final review meeting. Opportunities will be organised for children and parents to visit the new setting.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips, residential and PE lessons. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have a statement or Education, Health and Care plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice is followed.

The school will always seek advice from the parents/carers, medical personnel and any other professional(s) who may be able to support staff in school to ensure they are able to meet the child's needs safely and appropriately.

See policy on Managing the Medical Conditions of Pupils.

Training and Resources

All of our teachers are trained to work with children with Special Educational Needs. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some TAs and HLTAs have expertise and training on specific areas or specific interventions. All TAs work with children with Special Educational Needs and disabilities.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy in additional expertise from appropriate professionals. This includes access to Educational Psychologists and Learning support teachers.

Roles and Responsibilities

The **Governing Body** has a Statutory Role towards Pupils with Special Education Needs. There will be a named Governor who is responsible for ensuring that the Governing Body meets its responsibilities as outlined below:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs 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 child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
- Have record to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The Role of **SENCO** is outlined below:

- Overseeing the day-to-day operation of the school's Special Educational Needs policy.
- Ensuring liaison with parents and other professionals in respect of children with special educational needs, including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Education Plans are in place.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Co-ordinating provision for children with special educational needs.
- Managing learning support assistants.
- Contributing to the in-service training of staff.

Designated Teacher with specific Safeguarding responsibility is Catherine Timbers, Headteacher

Storing and Managing Information

All records relating to a child's Special Educational Needs will be kept safely in a locked cabinet. One copy of records, reports and other information will be kept by the SENCO and one copy by the class teacher.

When a child moves school, a copy of all the records will be sent to the new school. Staff at the new school will be asked to sign to say they have received these documents. This will be kept in school.

Accessibility

Being an old building, our school is not very accessible to children and adults with physical disabilities. All of our class bases are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be made more accessible by using visual, tactile and concrete resources.

See Accessibility Plan

Arrangements for Considering Complaints about Special Educational Provision within School

The relationship between parents and carers of children with special educational needs and the school has a major impact on the child's progress and the effectiveness of the planning. We will always try to provide information in the first language of the parent and involve an interpreter as required.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Headteacher or a member of staff. A member of the governing body would always be available to consider any further complaints.

Information about how to make a complaint official is available in school. The LEA would also be able to provide this information.

Review of this Policy

This policy will be reviewed annually.