

# **Greasby Infant School**



## **SEND POLICY**

### **Mission Statement**

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential, and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

### **Introduction**

#### **Definition of Special Educational Needs and Disability (SEND)**

The definition of Special Educational Needs (SEN) is defined in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014' as –

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools. For children ages 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 maintained schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Children will not be regarded as having Special Educational Needs if their only problem is that of not having English as their first language.

## **The Four Categories**

The 'Special educational needs and disability code of practice: 0 to 25 years' describe four categories of special needs which are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health issues
- Sensory and/or physical needs

Greasby Infant School endeavours to support the development and progression of children who fall into these categories of need and will seek advice and work in collaboration with other agencies where necessary, in order to ensure the most suitable special educational provision is implemented.

## **Aims**

In accordance with the school's philosophy and with the guidance of legislation, the school aims to:

- a. Promote the early identification of children with SEN.
- b. Maintain the individuality of each child.
- c. Help children with SEN to fulfil their potential and for them to develop a sense of self-esteem and self-worth.
- d. Promote awareness amongst all staff of the range of SEN which children may experience.
- e. Promote partnership and co-operation between all of the individuals and agencies involved in the care of the child including home, school and support agencies and share their expertise to benefit the child and promote their progress.
- f. Develop and fund resources and appropriate support for SEN children.
- g. Enable pupil participation to take place in target setting and review of the Pen Profiles and Additional Support Plans.
- h. Maintain a Register of SEN pupils and review the SEN provision
- i. Promote an atmosphere of inclusion and respect for all members of the school community
- j. To have a school Accessibility Plan in place.
- k. Keep year group pupil progress proformas for those children who may not have been assessed as having a special need but who may require additional support and access intervention programmes.

## **Organisation of SEN/ Assessment & Record keeping**

### **Foundation Stage – Identification/Intervention**

Monitoring of individual children's progress throughout the Foundation Stage is essential.. Each child is assessed against the EYFSP which provides an on-going individual profile of development. When there are significant concerns about a child's development or progress, initial intervention will be school based using internal resources, although external advice and support may be requested at this stage. Parents will be involved in the process immediately and will be regularly informed of their child's progress. Depending on the level of need either a Pen Profile or an Additional Support Plan will be put in place and monitored each half term. This will be co-ordinated by the SENCO.

## **Key Stage 1 – Identification/Intervention**

Using both curricular and baseline assessments, teachers will assess each child's current levels of attainments in relation to their peer group. Should concerns arise about progress, parents will be informed in order to develop and implement a joint learning approach to address any learning difficulties. Depending on the level of need either a Pen Profile or an Additional Support Plan will be drawn up and regularly monitored. Often outside agencies will support the school in the writing and implementation of Additional Support Plans. These will provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum.

## **Request for Needs Assessment**

Where, despite the school having taken relevant action to meet the special educational needs of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs Assessment. The school would submit a range of written evidence to the local authority who will make a decision as to whether an Education Health Care plan (EHCP) will be issued.

## **Education, Health and Care Plan**

An Education, Health and Care plan (EHCP) can be provided when the local authority considers the pupil to require provision beyond what the school can offer. An EHCP will:

- Include details of learning objectives for the child
- Be established through parental/pupil consultation
- Be implemented in class by the class teacher with additional support when necessary
- Be reviewed annually

## **Meeting the Needs of pupils with SEN**

The school will follow the 'Special educational needs and disability code of practice: 0 to 25 years', other relevant Government legislation and guidance and the LEA Handbook. All relevant paperwork will be maintained by the class teachers and the SENCO.

This paperwork will be kept to serve the following purposes:

- a. To keep record of all the pupils with special educational needs.
- b. To provide an aide-memoir so that all essential information is available to relevant staff and all children with SEN are regularly reviewed.
- c. To share information with other agencies, which provide services for those children.
- d. Records will also contain detailed descriptions of the child's difficulty, reports, screening data, samples of work and reports from outside agencies.
- e. To outline the provision given to those children who have a special educational need as well as the provision given to those children who may not have been identified as having an SEN but who are working below age related expectations.

## **Educational Inclusion**

Greasby Infant School is committed to being a fully inclusive school. The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs. The ethos of our school is to value all members of the school community equally. We want all our children to feel that they are valued and capable. At Greasby Infants we endeavour to remove all barriers to learning so that our children are able to access a fulfilling and exciting education and can reach their full potential.

The importance of considering SEN pupils is referred to in all curriculum documentation and policies. The SENCO will support other subject leaders to ensure that those needs are met. Curriculum plans are detailed, differentiated and ensure that each child has full access to a broad and balanced curriculum.

## **INSET/Staff Development**

The SENCO will arrange training for individual members of staff and the whole staff as is deemed necessary. This may take the form of staff meetings or attendance at training provided by the Local Authority. In addition the SENCO maintains a wide range of information, which is available for the benefit of all staff. The SENCO attends all relevant SEN training and regularly attends SEN Cluster groups.

## **The Management of Special Educational Needs**

The Headteacher has overall responsibility for providing efficient management structures to make it possible to fulfil the objectives of the school SEND Policy. It is also the responsibility of the Headteacher to manage the funding of SEN support and resources.

## **The Role of the Teacher**

The teacher will:-

- ensure that all children are assessed and monitored on a regular basis in accordance with the assessment policy.
- ensure that the teaching assistant is able to support a child or small groups of children in order to maximise learning potential.
- raise any concerns about a child's progress/well-being with the parents and SENCO.
- in discussion with the SENCO, monitor pupil progress in line with the identification/intervention programme outlined in this policy.
- with the support of the SENCO write Pen Profiles/Additional Support Plans and evaluate them on a half termly basis.
- complete any necessary paperwork as requested by the SENCO.
- attend review meetings as necessary.

## **The Role of the Teaching Assistant**

The Teaching Assistant will:-

- be able to carry out her role effectively as directed by the class teacher.
- be able to support children through targeted interventions including but not limited to; Orrets Meadow Outreach programme, Wave 3 Fisher Family Trust, Socially Speaking, Time To Talk, phonic intervention, maths intervention
- prepare resources necessary to ensure that effective teaching/learning can take place.
- support the class teacher to enable effective assessments to take place.
- attend review meetings where necessary.

## **The Role of the Subject Leader**

The SENCO will be responsible for:-

- a. The daily operation of the school's SEND Policy.
- b. Co-ordinating all efforts to meet SEN and acting as a focal point for all school staff, for all enquiries about SEN issues.
- c. Promoting awareness amongst staff so that they recognise and provide for all children with SEN.
- d. Where necessary, supporting teachers in the writing of Pen Profiles and Additional Support Plans
- e. Ensuring that all children with SEN receive the support necessary to enable them to participate fully in the process of education and to access a broad, balanced and appropriate curriculum.
- f. Maintaining the SEN Register of all the children in the school with special educational needs.
- g. Maintaining, updating and overseeing the records of all pupils with SEN and maintaining an effective programme of review.
- h. Encouraging early and regular consultation with parents from the earliest stages of children's emerging difficulties.
- i. Liaising with support services and outside agencies
- j. Ensuring consistent standards of SEN assessment and provision are maintained throughout the school.
- k. Preparing referrals, arranging interviews and disseminating relevant information.
- l. Preparing regular reports for Governors and the Headteacher on policy and procedures and liaising with the Governor responsible for SEN each term.
- m. Co-ordinating the increased involvement of both parents and children themselves in SEN provision.
- p. Implementing, leading and monitoring appropriate intervention strategies.

## **The Role of the Governing Body**

The Governing Body will:

- a. Do their best to ensure that any pupil with SEN will have proper provision made for them and have regard to the Code of Practice in all SEN issues.
- b. Review the SEND policy on a regular basis.
- c. Appoint one of the Governors to be the SEN Governor who will meet with the SENCO once each term.

- d. Report annually to parents on the success of, and any significant changes to SEN policy and procedure.
- e. Will oversee the funding and allocation of SEN resources.

### **External Support**

An Educational Psychologist is in regular contact with the SENCO regarding pupils working on Additional Support Plans. At the beginning of each academic year she has a meeting with the Head teacher and SENCO to allocate provision for the year. The SENCO liaises with a wide variety of other external agencies where necessary including; Occupational Health, Speech Therapists, Specialist Outreach Teachers (Orreets Meadow) Paediatricians and other specialist support staff where appropriate.

### **Transition between Key Stages/Schools**

Prior to the transfer of the Year 2 children to the Junior School, the SENCOs of both schools will meet to discuss the pupils with SEN. All necessary information is exchanged. Junior staff are invited to the Year 2 Annual Review meeting of children with a EHCP.

If a child with SEN leaves to attend another school, SEN information will be forwarded along with normal transfer information.

### **Success Criteria**

The success of the SEN Policy will be judged against the aims set out within it. The policy will be reviewed regularly and the Headteacher's Report to Governors will outline the implementation of the policy.

The success of supporting children with an SEN can be evaluated through

- The quality of teaching and learning in the classroom
- Standards of attainment achieved by the children
- Attendance figures
- The attitudes of pupils and parents (feedback from surveys/questionnaires)

### **Data Protection/Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with SEN children. Both teaching and non-teaching staff may have access to sensitive and confidential information about children, and must comply with the guidance set out in the Data Protection Act (1998). It is the role of the SENCO to ensure that the school complies with the eight enforceable principles of good practice. Data must be:

- fairly and lawfully processed
- processed for limited purposes

- adequate, relevant and not excessive
- accurate
- not kept longer than necessary
- processed in accordance with the data subject's rights
- secure
- not transferred to other countries without adequate protection.

### **Resources**

Our school works in partnership with a range of agencies that advise staff with regard to effective resources that can help to support children with SEN. These agencies include Educational Psychologist, Autism and Social Communication Team, Speech and Language Team and Orrets Meadow Outreach Support. A wide range of resources including plastic letters, workbooks, books, picture cues, word cards, tactile apparatus, socially speaking activities, phonic cards and number and word games are widely used when supporting children with special educational need.

### **Equal Opportunities**

The school operates an equal opportunity policy in all matters, details of which can be found in the Equal Opportunities Policy and other relevant documentation.

### **Health and Safety**

Greasby Infant School follows Wirral Local Authority Health & Safety guidelines and documents which can be found in the Headteacher's office.

Each year group assesses the risks involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.

L.Pollitt  
November 2015