



Chandag Infant School SEND Policy

RATIONALE

The school will provide high standards of education for any pupil presenting SEN difficulties.

The school will designate a person responsible for leading and managing SEN provision, a SENCo, ensuring that Headteacher and Governors are regularly informed.

The school will follow the Code of Practice for SEN and the Children and Families legislation.

DEFINITIONS

The 1996 Education act states:

‘A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.’

Special education provision means provision which is additional to or different from that which is generally made for children of their age in schools maintained by the local authority, other than special schools in the area.

Children have a learning difficulty if they have a much greater difficulty in learning than the majority of the children their age or if they have a disability thus making it difficult to use the educational facilities which are generally provided for children in the area.

Examples of Special Educational Needs may include:

- **Cognition and Learning Needs ~**
 - Specific Learning Difficulty – Dyslexia, Dyscalculia, Dyspraxia*
 - Moderate Learning difficulty – Pupils will have attainments well below expected levels*
 - Severe Learning Difficulty – Pupils will have significant intellectual or cognitive impairments*
 - Profound & Multiple Learning Difficulty – Pupils who require a high level of adult support*

- **Communication and Interaction Needs ~**
 - Speech and Language and Communication difficulties
 - Asperger’s Syndrome
 - Autistic Spectrum Disorder (ASD)

- **Sensory and/or Physical Needs ~**
 - Visual impairment
 - Hearing impairment
 - Multi-Sensory impairment
 - Physical disability

PRINCIPLES

- Policies and protocols will indicate how SEND will be met and resourced. There will be a right of access for all pupils to the curriculum, regardless of race, gender, disabilities or culture, stage of development or personal circumstances and this will be reflected in other curriculum policies.
- The school will be guided by the B&NES Local Offer (SEN Information Report), which will be reviewed annually, and will publish our own School's Offer, with a clear explanation of the education and social care services available to support children with SEND and their families.
- The school will promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils thrive.
- The school will be sensitive to individual needs and a climate of warmth and support in which self-confidence and self esteem can grow.
- Parental involvement will be encouraged, as identified by the Code of Practice.
- The school will identify an agreed system for early identification of difficulties experienced by pupils in English, Mathematics, communication and co-ordination.
- Intervention programmes will be provided to support the above needs
- The school will adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems
- The school will effect a programme that will enable children to receive the help they need quickly and effectively.
- The children will take into account the wishes of the child relevant to their age and comprehension.
- SEN reports will be written annually.
- Pupils on the SEN register will be tracked and monitored regularly by the teaching staff, SENCo, and Assessment Co-ordinator in order to ensure that progress is made.
- Communications between teaching and support staff will take place regularly to ensure effective feedback and evaluation of progress
- We have an 'Open Door' policy for parents who are welcome to come and see the teaching staff at any time. If an immediate appointment cannot be made then one will be made at the earliest possible time.

SPECIAL EDUCATION NEEDS CO-ORDINATION The Special Educational Needs Co-ordinator is Helen Bancroft who works closely with the Headteacher, the SEN Governor, teaching staff and outside agencies.

A clear and defined system for identifying and acting upon SEN is set out in the Code of Practice, which is the framework that the school will follow. In this school, the school will:

- Involve and keep parents informed about matters relating to their child.
- Involve the pupil, where appropriate, in their support and progress
- Oversee day to day operation of the SEN needs of the school.
- Conduct bi-annual SEN PPM reviews, with each Class Teacher, to review pupils currently on the SEN Register and to discuss other pupils who give cause for concern.
- Attend training provided by the Local Authority eg SENCo briefings and annual SEN Conference.
- Provide advice and support for teaching and support staff in all matters relating to SEN
- Provide an SEN File relating to all areas of SEN, giving background information and support materials
- Update SIMS and School Pupil Tracker databases with relevant information

- Attend SEN Cluster meetings to keep abreast of current practice and to share good examples thereof.
- Provide the school with a Provision Map for SEN, detailing pupils and their current needs.
- Meet with the Link Governor for SEN.
- Feedback in the Headteacher's report to Governors
- Provide a Gifted & Talented register with information relating to our exceptionally able pupils. Liaise with class teachers about identification of Gifted and Talented children and their assignment on the school pupil tracker system. Parents to be informed if children named on the register.
- Make referrals as appropriate for pupils who need the support and advice from outside agencies
- Be available at Parents' consultation evenings for parents to speak to if they wish.

IDENTIFICATION OF PUPILS WITH SPECIAL NEEDS:

Each class teacher is responsible for the learning and development of all children within his/her class, including those with special educational needs. All pupils are set yearly national curriculum targets in maths, reading and writing and are monitored termly to assess progress. This helps in the early identification of pupils with special educational needs.

Pupils may be perceived by the class teacher as under-achieving or not progressing as well as might be expected. The teacher will be able to identify this discrepancy from regular assessment, behaviour patterns and emotional well-being during the pupil's time in school. It is important that early identification is made, in order for the school to provide the most appropriate support for a pupil.

The progress of all pupils in the school will be monitored through the following programmes:

- SIMS Data Tracking records
- Pupil Questionnaires
- SEAL
- PPM meetings

If a pupil presents a concern with academic, physical, social or emotional difficulties, the class teacher will consult with the SENCO for advice and appropriate action.

Children who are causing concern are discussed at the weekly SLT meeting and staff training meetings.

SUPPORT STRUCTURES:

We ensure that children with special educational needs have access to the curriculum by the use of strategies such as flexible groupings of children, adaptation of timetables and the sharing of expertise where beneficial.

The school currently employs several Teaching Assistants to provide the teaching staff with support in pupil learning and inclusion.

In the Foundation Stage

- TAs provide teaching and learning support through groups, within the Early Learning Goals framework, under the guidance of class teachers.

In Key Stage One

- TAs provide teaching and learning support through groups, within the National Curriculum framework, under the guidance of class teachers. We have a teacher who works with children who have SEN Teaching Assistants are timetabled to support children individually or in small groups on during the week and/or for specific sessions eg PE.

Other support structures include:

- Booster and Extension Groups
- Nurture groups
- Speech and Language support
- ASD Support Service
- School Nurse Education Psychology Service
- Sensory Support Service
- Parent Partnership Service providing Information, Advice and Support (IAS)
- Primary CAMHS

SEN CODE OF PRACTICE:

The vision of the new SEN Code of Practice is:

- A person-centred approach with children at the heart of the system
- Co-operation between all the services that support the child from 0-25 and their family
- Early identification
- A clear focus on outcomes

The school will follow the SEN Code of Practice, to identify the needs of pupils using a graduated response to support children who have special educational needs. As 20% of all children/young people have an SEN, all staff are responsible for SEND.

Cause for Concern/ normal classroom routine with added vigilance and monitoring procedures. This will include informal notes.

When the child is not responding as expected, or is having increased difficulties in learning or behaviour, the teacher will seek advice from the SENCo. A Record of Concern is kept on file, on SIMS and/or School Pupil Tracker. The child will be monitored and the issue discussed with the parents to find out if they can help in identifying the reasons for a change in learning patterns or behaviour and how they can support the school in helping their child.

Identification of a specific need: school action/child receives SEN support at school:~ screening/specific reports/ booster and extension groups / support groups. Provision map in place – giving details of the range of ‘additional to and different from’ provision given to children with special educational needs. An IEP, single support plan or one page profile may be written. Progress is monitored. A child receiving SEN support at school will be added to the SEN register (SIMS SEN Status K).

If there is continued cause for concern, for example regarding Social, Emotional or Mental Health, or a child continues to work at below Age-Related Expectations, a referral may be made for

intervention from agencies and advice/action. More specific notes and reports, as appropriate. IEP written and regularly reviewed. Progress monitored. Regular reviews or a Team around the Child (TAC) meeting may be held with parents, outside agencies, child and SENCo.

Significant cause for concern regarding the child's lack of progress will prompt the school to request a Needs Assessment from the Local Authority of the child's special educational needs if they meet the criteria. This will be discussed at a review panel which will be attended by the external support services. The LA may decide to issue a 0-25 Education, Health and Care Plan (EHC) and a personal budget option may be offered if the family requests it. The child's status on the SEN register will be changed to E.

PARENTS:

The school recognizes the importance of effective dialogue between teachers and parents. The school actively seeks to work with parents and values the contribution they make. All parents of children with special educational needs are treated as partners. We recognize that parents have an insight into their child and vital knowledge which contributes to the collective view of the child's needs and the best ways to support them.

Parents will be informed and involved at all times, in order to provide the best provision for their child(ren).

Pupils will be involved in reviews of IEPs.

Parents can request an appointment with the teacher and SENCo at any time. The SENCo will be available at parent's evening to see parents.

FUNDING:

The school will decide, on a needs priority basis, how to spend the funding to provide the most adequate support for its pupils who present Special Needs. The Local Authority may issue medical funding to meet a child's medical needs. If a child is issued with a 0-25 EHC Plan from the Local Authority, parents may be able to request a personal budget, delegated by the school, to spend on meeting their child's needs (there is currently a draft Personal Budget policy).

Ratified: January 2016

Review Date: January 2017