

SEN POLICY

Updated September 2013

Guiding Principles of Policy:

Spire Infant School aims to ensure that every child reaches her or his full potential across the whole school curriculum and has access to all strands and subjects in the EYFS Curriculum and National Curriculum.

Inclusion: As a school we work towards increasing the participation of all children in, and reducing the exclusion from, all aspects of school life. This involves restructuring our policies and practices so that they respond to the diverse needs of all children in school through:

- setting suitable learning challenges and targets for learning.
- creating effective learning environments
- securing motivation and concentration
- using appropriate assessment methods

Inclusion is concerned with improving school for the staff as well as the pupils and staff will be supported wherever possible in their teaching of children with SEN. Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.

Classroom layout will be modified according to the needs of children at any particular time, including those with disabilities.

Resources will be modified and extended where appropriate. If necessary, a child may work at an earlier or later Key Stage.

All children and staff learn some Makaton sign language.

CPD is encouraged and supported for all staff.

There is a firm commitment to removing barriers to learning and promoting inclusion wherever possible in the following ways:

- Providing a curriculum that is differentiated to meet individual needs
- Creating a welcoming, accepting environment
- Promoting partnership between staff and parents/ carers
- Ensuring that the environment is "adapted"
- Promotion of children's independence skills
- Celebration of individual differences
- Staff and Governors collaborating to remove all barriers to learning and participation in the school.
- Involving children actively in their own learning

- Mobilising resources within the school, including human resources.
- Focussing on priority needs
- Aiming to sustain high standards of pupil behaviour through the use of strategies to support pupils who experience difficulties in learning.

The SEN Code of Practice and the National Curriculum inclusion statement are used to inform our practice.

Responsibility for Co-ordinating SEN:

1. **Governing Body:** The GB has the responsibility to monitor the SEN provision in school in accordance with the Code of Practice, and to report annually to parents on how they have discharged their responsibilities. The governors have appointed a specific governor with responsibility for SEN.
2. **SENCO:** The Headteacher (Jane Garrett) acts as the school SENCO and oversees provision for SEN across all departments.
3. **Nursery staff:** The teachers in the Specialist Nursery each have a responsibility for special needs in the nursery setting and manage their own caseload group of children. Jane Atkinson is the team leader overseeing all provision in the Nursery and liaising with the Headteacher as part of the SMT

How SEN arrangements are co-ordinated

1. SENCO meets regularly with school staff (teachers and TAs) to discuss and monitor SEN provision.
2. SENST meetings termly to review all children in C/N and Infant departments with SEN.
3. SENCO liaises with school staff and other professionals in supporting the writing of IEPs.
4. Termly meetings are held for parents of children at school action/ action plus to review targets on IEPs. These involve SENCO, class teacher, SSEN teacher and TAs.
5. Parents of children at early stages of the COP are kept informed of children's progress.
6. Meetings between Specialist Nursery staff and Educational Psychologists to review individual progress and placement details.
7. Regular meetings and case conferences with parents to discuss IEPs, consider placements and review progress.

Admissions

Admissions to the C/N and Infant departments are according to the LEA admission guidelines. Wherever possible, children who are referred to the

school as likely to be having SEN (statemented or non- statemented) are given special consideration.

Spire Infants School is fortunate in having specialist provision in the Nursery where children are referred directly by the LA.

All the teaching and non- teaching staff are trained and skilled in working with children with wide ranging special needs and have specialisms in communication difficulties including autistic spectrum disorder.

As from September 2009, children with PMLD will be admitted to the nursery and the school will link closely with Ashgate Croft Special School to provide training and support.

Special Facilities/ Adaptations

The Nurseries and the Infant department are equipped with ramps, and are built on one level. The Infant department has additional handrails and grip rails in corridors and toilets. The Nursery has specialist equipment and a Snoezelem/ soft play area.

The identification, assessment and provision for SEN

Identification of SEN may come from a variety of sources including parents, school staff, Health Services, or Social Care. The attached appendix (app. 1) indicates a range of possible indicators of SEN.

Once a child is identified by the class teacher or SENCO as potentially having SEN, s/he will be observed and assessed according to the school's ARR policy and, following consultation with parents, may be registered as a child who will require additional learning support.

The DfEE Code of Practice for SEN children will be followed as outlined below:

- During the school action stage, the class teacher, parents and SENCO will meet and may devise a basic IEP containing 2 or 3 targets which will be monitored and reviewed termly.
- If appropriate, outside agencies will be consulted to assist in assessment when considering moving a child to school action plus.
- At school action plus, a child will have an IEP that is reviewed at least termly with the parent and all professionals involved.
- Finally, the LEA may be asked to consider the need for a statutory assessment if this seems appropriate at school action plus.

School action: Initial concerns are shared with parents and SENCO and methods of catering for the child's needs within the class situation are agreed. This will include differentiating the curriculum. The normal assessment procedures are carried out. Progress is monitored and reviewed after 1 term. An

IEP may be devised if appropriate and useful. The educational psychologist will be informed at this stage.

Following a period of review and if there is still cause for concern and the child's needs cannot be adequately met at school action stage, the school may decide to move the child to school action plus.

School action plus: Regular IEPs, reviews and further assessment and support from other agencies will be necessary at this stage. Following a further period of assessment, monitoring and review, the school may apply to the LEA to consider the need for a statutory assessment.

Statementing process: The LEA may issue a statement of Special Educational Needs which details the learning objectives for the pupil, and may specify placement and provision. Progress towards the objectives must be reviewed at least annually (twice annually for under 5s) during Annual Reviews in consultation with parents and professionals working with the child.

Annual Reviews: The AR must be held within a year of the statement being issued, but if necessary it can be held at any time before this date. The purpose of the AR is that all professional involved with the child, and the child's parents/ carers have an opportunity to review progress towards the objectives in the statement, and to assess the child's main difficulties. New targets may be set and provision to meet needs adjusted accordingly.

Allocation of Resources:

It is the aim of the school governing body that resources are distributed fairly to promote and support inclusion.

- Governors maintain class sizes of below 30.
- Staff are encouraged to share their skills and knowledge to support the learning of all pupils
- Curriculum materials are appropriately adapted whenever possible
- Staff are encouraged to develop their knowledge and skills by applying for funding through "Standards Funding".
- Resources and support are aimed at encouraging independent learning in accordance with a child's individual needs..
- Funding will be allocated to additional Teaching Assistant support whenever possible.
- Additional teaching support is funded wherever practicable to support class teachers.
- Funding is allocated to purchase resources for SEN including computer software and Internet access.
- Adaptations are made to the physical environment when possible and appropriate.
- Additional secretarial support is provided for SEN administration.

The LA provides additional teaching support for children who are fully statemented, and may fund specific Teaching Assistant hours for children with a statement. This provision is reviewed annually. Schools also receive an annual amount in their school budget which should be allocated towards supporting children with SEN.

The Curriculum:

The school aims that lessons are made accessible to all pupils by:

- The provision of alternative methods of facilitating access to curriculum experiences e.g. communication systems.
- Using the "small steps" approach to planning and teaching, including the use of "P" scales, to enhance children's understanding
- Building assessment into teachers planning to ensure a range of needs are targeted.
- Having flexible approaches to teaching and learning including the use of different teaching styles
- Having clear learning objectives which are shared with pupils
- Differentiating teachers planning to meet a range of needs and abilities. Setting individual and group targets for improvement.
- Tracking pupil progress in key areas from Nursery to Year 2.
- Using curriculum materials that reflect the backgrounds and experiences of all learners.
- Modifying and supporting written and spoken language, including the use of Makaton signs and symbols.
- Working as individuals, in pairs, small groups as well as whole class.
- Giving pupils opportunities to record their work in a variety of ways including the use of ICT.
- If necessary, allowing a child to work with another year group or class
- Modifying classroom layout where necessary

How the Governing Body evaluates the success of the SEN provision

- Termly SEN report from Headteacher
- Appoints a governor with responsibility for SEN
- Under the School Standards and Framework Act 1998, report to parents annually on how they have discharged their responsibilities.
- Reviewing the SEN policy annually, establishing appropriate staffing and funding arrangements.
- Have regard to the SEN Code of Practice.

Complaints procedures:

Parents with complaints should initially talk with the class teacher, and/or the Headteacher. If not satisfied, parents should consult with the Chair of Governors and then the Area Education Office (School Support). This is in line with the school's published complaints procedures

Outside Agencies:

The SENCO will regularly attend SENST and other SEN meetings to discuss the needs of children. These meetings may involve staff from the special needs support services who may include:

- Advisory teachers for SEN
- Educational Psychologist
- Education Social Worker
- Inclusion Officer
- Specialist teachers in Autism
- SSEN teachers
- Social Workers
- Health Workers
- Speech and Language therapists

Staff Training

As part of the school's staff development policy, all members of staff will be given opportunities to enhance or develop skills or knowledge.

All staff will maintain a progress or performance management file detailing courses and Inset they have attended. The staff development co-ordinator will oversee the issue of staff training and assess needs in line with the school improvement plan.

Funding will be allocated annually under "Standards" funds for training and resource purposes.

Parents as Partners

The staff and governors aim to develop a partnership between staff and parents in the education of their children by:

- Informing parents about school policies and practices
- Taking steps to overcome parents fears when meeting teachers and other professionals
- Offering a variety of opportunities for parents to be involved with the school.
- Offering parents opportunities to discuss their child's progress
- Using the Home/ School agreement
- Encouraging the involvement of parents in their children's learning

- Taking parents concerns seriously

Disciplinary Matters

All children in school are subject to the school's and LA's policies on dealing with disciplinary matters, including exclusion.

Links with other schools

- Meetings are held yearly between the SENCOs of Spire Schools to discuss children on the SEN register who are due to transfer.
- Children's records are updated and passed between schools to ensure accuracy of information.
- We have close links with many feeder infant schools that children in the specialist nursery may transfer to. Heads/ SENCOs of transfer school will be invited to AR meetings.
- We promote a transition programme to ease the transfer of all our children to new schools.
- We work closely with Ashgate Croft Special School with regard to children's transfer arrangements and for training purposes.