

PADNELL INFANT SCHOOL
BOARD OF GOVERNORS



SPECIAL EDUCATION NEEDS AND/OR DISABILITY POLICY

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	September 2016
Date of Next Review	September 2017
Name of Headteacher	Mrs Mandy Grayson

Administration Record

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1.2	Full Governing Body Approved	28 November 2016

Authorisation

Print Name:
Signature
Headteacher	
Print Name:
Signature
Chair of Governors	

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1 Introduction

1.1.1 Padnell Infant School recognises the statutory basis of provision for children with special educational needs. We value the abilities and achievements of all our pupils. At our school all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation and by using a variety of teaching and learning styles, according to the individual needs of the pupils.

1.1.2 A child is considered to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she has:

- a significantly greater difficulty in learning than the majority of children of the same age;
- a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

1.2 Aims

1.2.1 We aim to:

- set suitable learning challenges;
- respond to pupils' diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- value all children equally and encourage them to achieve, regardless of their abilities and behaviour (see Equalities policy);
- provide the children with a broad, balanced and relevant curriculum including the National Curriculum (see Curriculum and Planning Policy);
- value parental contributions in promoting their child's development and learning.

1.3 Objectives

1.3.1 We will:

- follow the Special Educational Needs and Disability (SEND) Act (2001) updated code of practice 2014;
- identify children with special educational needs in the Early Years Foundation Stage through ongoing assessment using the early years curriculum;
- identify those children with special educational needs in Key Stage (KS) 1 using the agreed school criteria and the Hampshire guidance;
- record and monitor the progress of children on the SEND register and continue identification through ongoing observations and assessment;
- provide individual programmes (Pupil Passports, Consistent Intervention Plan (CIP), Individual Behaviour Management Plan (IBMP) for children requiring SEND support;
- provide full access to the curriculum through differentiated planning;
- provide specific input, matched to individual need in addition to differentiated classroom provision, for those pupils on the SEND register;
- ensure that all teachers are aware of their responsibilities to the SEND children in their class (Removing Barriers to Achievement, Department for Education and Skills (DfES) (DfES), 2004) (SEND code of practice 2014);
- review pupils on our SEND register regularly to provide the most effective and relevant learning provision;
- report and involve parents regularly in the development and learning that the child has undertaken;
- involve the pupils in planning and reviewing their targets and consider their opinion in any matter affecting them;
- report to the Governing Body on the success of the policy.

2 Arrangements for Special Educational Needs Provision

2.1 Inclusion Manager

There is a named Inclusion Manager who is responsible for leading and managing SEND provision. The Inclusion Coordinator (INCO) keeps a register of all children with SEND within the school and updates this regularly. The INCO liaises with the Leadership Team and the governing body, and meets each teacher during pupil progress meetings, to discuss and review the progress of pupils on the SEND register and alterations to the Pupil Passports. The INCO liaises with the Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) regarding the provision for the SEND children.

2.2 Staff

The roles and responsibilities of staff working alongside children with SEND are defined (see job descriptions file). HLTAs and LSAs have varied expertise including literacy intervention programmes, literacy and numeracy support, supporting children with co-ordination difficulties and speech and language programmes. The school has a designated Early Literacy Skills Assessment (ELSA) who supports children with emotional and social needs.

2.3 Admissions

2.3.1 Children are admitted regardless of their special educational needs (following guidance in Inclusive Schooling, DfES, 2001) as long as they fulfil the criteria laid down in the school's admissions policy in line with the SEND Act (2001).

2.3.2 We value pupils of differing abilities and support inclusion. Parents of children with an Education, Health and Care plan or EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs. If the school is able to meet the EHC plan provisions, and the placement is compatible with the efficient education of other children with whom the child would be educated or with the efficient use of resources, the child will be offered a place.

2.4 Inclusion

2.4.1 Teaching is fully inclusive and pupils' entitlement to a balanced, broad-based curriculum is recognised.

2.5 Facilities

2.5.1 Within the school, children receiving interventions are encouraged to work in the classroom and not withdrawn to a separate area. There is a room specifically for the ELSA to work with children as this work can be confidential and children may need a private space to talk. The school buildings are not fully modified to accommodate disabled access but we have a disabled parking space and have now introduced a disabled toilet in our community room.

2.6 Resources

2.6.1 Additional support for pupils is planned for and progress is monitored by the teachers. The majority of the support sessions are run by the HLTAs and LSA's. HLTA's support whole class teaching and planning and LSA's support class teachers throughout the day.

2.6.2 Resources are purchased as appropriate and are matched to needs throughout the school. Specialist resources are accessed for children through submission to Hants Language Experience Approach (LEA) after specialist advice has been sought.

2.7 Identification, Assessment and Provision

2.7.1 Identification of children with SEND:

- Every child in the Early Years Foundation Stage is assessed using the early years curriculum which supports the identification of children with SEND. Teachers speak to the INCO if they have any concerns about a particular child. Record of concerns allow teachers and the INCO to track these children at this early stage;
- Within the first few weeks of admission into KS 1 any necessary assessment will have been carried out for the identification of children with SEND. The child's previous teachers transfer information will be useful information to support these assessments;
- When a child is identified as having SEND the teacher works with the support of the INCO to create a pupil passport which sets out the learning targets and support needed for each term;
- A specific behaviour management plan can be initiated when necessary as well as a consistent intervention plan.

- 2.7.2 A range of school based materials and assessments are used to assess children's achievement and identify need. A selection of children in the Early Years Foundation Stage (EYFS) are screened using the Dyslexia Early Screening Test for evidence of Specific Learning Difficulties (SpLD). All children at the beginning of the EYFS are screened using Language Link and given support where the assessment shows evidence of delay.

2.8 Curriculum

- 2.8.1 The curriculum is based on national guidelines. Teachers set suitable targets, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for both individuals and groups of pupils. Learning intentions are made explicit and activities may be adapted or planned separately as appropriate.
- 2.8.2 There is a flexible approach to the curriculum so that teachers or classroom assistants may withdraw children as groups or individuals in order to meet negotiated targets. Children with SEND engage in a variety of activities with their peers in both curricular and non-curricular sessions.
- 2.8.3 The INCO monitors the differentiated curriculum provided for children with SEND and supports class teachers and LSAs with their planning on request.
- 2.8.4 On transfer between the phases of education and to other educational establishments, including Special School, we liaise as appropriate with the relevant staff on behalf of children with SEND.

2.9 Governors

- 2.9.1 The governors publish the policy for SEND and report on the success of the policy annually (Code of Practice) as well as focusing their monitoring on agreed target areas. There is a named governor for Special Needs.

2.10 Criteria for Success

- 2.10.1 The success of the SEND Policy will be reviewed annually using measurable targets such as the number of pupils on the SEND register, those that have made good progress and information relating to specific targets. The governors must report on the effectiveness of the school's provision for children with SEND. They may wish to consult support services used by the school, other schools or parents.

2.11 SEND Funding

2.11.1 Money is allocated to the school by Hampshire County Council (HCC) for children receiving SEND support plus a consideration of social factors such as free school meals. This forms part of the budget share. The school can also be allocated extra money for children with Education, Health and Care plans to enable the school to make the special additional provision set out in the plan.

2.11.2 The allocation of funds is reviewed annually as part of the budget preparation process, but typically the SEND budget provides for:

- the INCO (assessment of pupils, working with groups or individuals with learning or behavioural difficulties, meetings with parents, teachers, outside agencies, LSAs, monitoring programmes, developing and updating pupil passports alongside colleagues, organising annual reviews of EHC plan, updating the register, etc.);
- School intervention programmes, (Sidney, Precision Teach)'
- Staffing costs for individual or small groups for literacy and mathematics;
- In class support, 1:1 or groups;
- Learning resources for staff and children;
- Delivery of speech and language programmes to specific children;
- Behaviour support and social skills training for specific pupils;
- Special educational provision specified in EHC Plans.

2.11.3 Special consideration is to be given to the pupil premium funding and it should be spent in such a way as to ensure it is used to target the pupil premium children's needs.

2.12 Complaints

2.12.1 We will work with parents and carers to ensure any difficulties are addressed with the class teacher. However, if necessary, the complaints procedure would be utilised.

2.13 INSET

- 2.13.1 Priorities for SEND IN-Service Training (INSET) are part of the 'School Improvement Plan' (SIP). The INCO and other staff as necessary attend training arranged outside the school by the County and other providers. The INCO or other providers may lead INSET as necessary.

2.14 Support Services

- 2.14.1 Padnell Infant School strongly values the support of external agencies and encourages a multidisciplinary approach whenever necessary. As part of Management Partnership the school has 100% subscription to all support services provided by HCC including, Education Psychology, Educational Welfare and Ethnic Minority Achievement Service. We also liaise with the LA's Advisory Teachers, Speech and Language Therapy, Occupational Therapy, Child and Family Therapy, Hampshire Health Authority, Social Services, Primary Behaviour Support Team, outreach providers and local voluntary bodies.

2.15 Partnership with Parents

- 2.15.1 We actively seek to work with parents and value the contribution they make, seeking their involvement as part of the home/school partnership of Padnell Infant School.
- 2.15.2 Appointments are made for the class teacher to meet parents of children with SEND. Parents can also meet with the INCO. Parents are invited to termly parents' meetings to discuss progress and share pupil passports. They also receive an annual report. Home visits can be arranged for Early Years children.

2.16 Links with Other Schools

- 2.16.1 The INCO and/or class teachers liaise directly with the feeder pre-schools to discuss children with SEND who will be joining Padnell Infant School. The INCO also liaises with the Special Educational Needs Coordinator (SENCo) at Padnell Junior School to discuss the transition of the Year 2 children with SEND.

Padnell Infant School

Please refer to the following:

- Appendix 1 – SEND Management structure

Appendix 1

S.E.N.D Management Structure

Governing Body

SEND Governor/Headteacher/Leadership Team

Inclusion Coordinator (INCO)

Teachers

ELSA

HLTAs/ /LSAs/SNAs

Outside Agencies