

# Elmwood Infant and Nursery School

## Special Educational Needs Policy

Updated Spring 2016



*Article 29 'Education must develop every child's personality, talents  
and abilities to the full'*

*Article 23 'Every child has the right to special education and care if they need it'*



# Elmwood Infant School & Nursery

## Special Educational Needs Policy

**DATE POLICY REVIEWED: Spring 2016**

**DATE OF NEXT REVIEW: Spring 2017**

### **Introduction**

Elmwood Infant (and Nursery) School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

It is our expectation that every child will reach his or her maximum potential in a caring supportive environment that provides equal opportunities for all.

Children who may need special consideration in our school include those who have difficulties with:

- speech, language or communication needs;
- cognition and learning;
- social, mental and emotional health;
- sensory and or physical needs ( medical).

### **Our Aims:**

- to ensure equality of opportunity and access to the curriculum for all children;
- to continue to maintain a programme of support and referral to outside agencies that will enable the children to receive the help they need quickly and effectively;
- to ensure that parents are involved in the decision making process in supporting their child's education and feel able to support their children at home;
- to outline the provision for identifying, assessing and meeting special educational needs;
- to adopt positive and consistent strategies to help children with social, emotional or behavioural difficulties;
- to develop skills in identifying children with specific learning difficulties and construct suitable programmes of work;
- to identify roles and responsibilities of staff in providing for children's special educational needs;
- to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow;
- to involve the child in setting their own targets, developing the best strategies for success and fostering aspirations where appropriate for their age and understanding.

### **Arrangements for co-ordinating Special Educational Needs provision**

The Head teacher maintains overall responsibility for pupils with special educational needs.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.

### **The Key Responsibilities of the SENCO:**

- overseeing the day-to-day operation of the school's SEN policy;

- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising a on graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

### **Class Teacher**

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

Where a pupil is not making adequate progress, teachers should collaborate with parents and the SENCO on problem-solving, planning support and teaching strategies for individual pupils.

The task of identifying and providing support for each child's need is central to the teacher's role.

S/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENCO;
- consult with the child and parent at all stages;
- draw up and implement an Individual Education Plan in consultation with the SENCO, giving due regard to the opinions and insights of the parents;
- use a range of strategies to provide extra support including extra differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of ICT and the targeted use of additional adults;
- ensure SEN support plan targets receive sufficient teaching time and resources for the pupil to be able to achieve them;
- organise and make available learning support material;
- follow up recommendations suggested by The Educational Psychologist, Speech and Language Therapist, Behaviour Support (Outreach) and other outside agencies;
- make child aware of their own targets and help them take some responsibility for achieving them;
- review progress of children, set new targets - draw up new SEN support Plans, in consultation with parent, child and SENCO.

### **Non-Teaching Staff and Teaching Assistants**

All staff members who come into contact with a child with special educational needs are informed about the child's needs if it is relevant or necessary for them to have such information in order that they are able to support the child appropriately in their role.

Lunchtime supervisors assist in supporting children with behavioural and emotional needs by making observations and informing the class teacher, Head, Deputy or Assistant Head Teachers.

Teaching assistants are assigned to class groups depending on the needs within each class. They work

alongside teachers to support groups of children. As part of their work, some teaching assistants will be responsible for the delivery of 'catch up' programmes, for which they receive training.

These may include;

- the "Talking Partners" programme in EYFS2;
- the Oracy project and the Early Literacy Support programme in year 1;
- the narrative skills groups in year 2;
- the Fisher Family Trust 1:1 literacy programme ;
- targeted reading, writing and maths groups across the school.
- emotional Literacy Support
- nurture provision

Some teaching assistant hours are funded by the LEA and provide support for pupils with Statements of Special Educational Need. The TA's support pupils in terms of learning/behavioural targets defined in the child's SEN Support Plan, under the direct supervision of the class teacher and in conjunction with the SENCO.

### **The Governing Body**

The governing body works with the Head to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEN governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.

### **Parent/Carer**

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- ensure children attend school regularly;
- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- support work at home;
- keep the school fully informed of assessments conducted outside the school and provide copies of any reports written ( physical, psychological, medical, behavioural social and emotional) .

### **Pupil**

We aim to involve children in all aspects of their education but obviously their age and level of understanding determines just how far they can participate. Where appropriate we support and encourage children to:

- make best use of all support offered to reach the targets, through differentiation and provision of appropriate resources and teaching strategies, including Teaching Assistant support;
- be involved in setting and meeting the targets on their SEN Support Plan;
- tell us about the things they feel they are good at, things they find difficult and what they feel would help them to achieve their targets.

### **Identification, Assessment, Review**

Procedures for identification, assessment and review are conducted in accordance with the SEN Code of Practice and follow the categories school action, school action plus and statement.

At Elmwood we understand that the early identification/assessment of Special Education Needs gives children the best possible chance for success. We use a variety of means. These include:

- Carer/parental concerns and insights;
- staff observation;
- the SENCO's observations in response to concerns made by teacher, parents or carer;
- on-going teacher assessment using criteria in the Foundation Stage levels, p-levels and National Curriculum levels;

- collection of work samples, monitoring by co-ordinators;
- consultations with professionals.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and to gain their insights into the child strengths and difficulties and to enlist their active help and participation in meeting the child's learning needs.

Regular review procedures are in place to support the monitoring of progress and provide information of provision. Targets on SEN Support Plans are short, measurable, achievable and realistic and are reviewed termly.

### **Provision**

At Elmwood Infant and Nursery School, the culture, practice, management and deployment of resources are designed to ensure all children's needs are met. All children have access to a broad and balanced curriculum.

Where a child needs support that is different from or additional to the differentiated curriculum within the class, an Individual Education Plan, outlining provision, is drawn up by the class teacher, in liaison with the SENCo, giving due regard to the opinions of the parents and of the child, where appropriate. Whenever possible children are consulted about their own targets and take some responsibility for achieving them. The Code of Practice includes a chapter on pupil participation. 'Confident young children, who know their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years'.

It is the school's policy to include pupils in all aspects of school life. The support that each child requires in order to be fully included will be carefully considered. As far as possible, resources will be allocated to meet that support. The LEA may provide extra funding to meet the needs of specific named children with a Statement.

If appropriate, some classes may have additional learning support time to meet the specific needs of some children. The school uses money from its devolved and delegated budgets to fund this additional support. The school currently receives twelve days per academic year Educational Psychologist time. Our assigned Educational Psychologist is Mrs Clare Morgado. The EP visits the school at regular intervals throughout the year. The school works with any service supporting a child, such as the School Nurse, Speech and Language Therapists, Occupational Therapist, Outreach Support or the Education Welfare Officer.

Recommendations suggested by therapists, and other outside agencies are carefully followed by teachers and teaching assistants. An annual Special Needs budget is used to purchase resources and subject co-ordinators also take account of the needs of all children when ordering resources for their curriculum area.

### **Admission and Transfer Arrangements**

The admission arrangements are described in the school prospectus. When new children are admitted to Elmwood Infants and Nursery School on transfer from another school, their records are requested immediately and any existing Special Educational Needs are noted and followed up in order to ensure continuity. Likewise when pupils transfer from the school, their SEN records are passed on, making the receiving school aware of any necessary provision.

Teachers meet near to the end of the summer term to discuss the transition of class groups.

### **Special facilities**

The school has no special unit or facilities. There is wheelchair access to all parts of the building.

### **Training**

Special Educational Needs and Inclusion are part of the ongoing programme of staff development and CPD, regularly undertaken by teaching staff and support staff. All staff are gaining experience and developing expertise in meeting those special educational needs not ordinarily found in mainstream primary schools. The SENCo attends training and regularly liaises with a number of experts and out side agencies.

### **Evaluating Success**

The success of the policy can be evaluated through

- monitoring classroom practice by SMT/Leadership Team/SENCO/Class Teacher;
- analysis of teacher assessment data;
- value-added data for pupils on SEN register;
- monitoring of practices and procedures by SEN governor;
- school self evaluation;
- involvement of parents/pupil at all stages;
- using review procedures to evaluate the effectiveness of SEN support plans.