

ELMLEA INFANTS' SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Rationale:

'Everybody Matters Everyday'

Elmlea Infants' School is an educationally inclusive school, welcoming all children and adults. We recognise individual gifts, talents and differences, celebrate all cultures and religions and value everyone's opinion.

Inclusion Steering Group 2008

Elmlea Infants' School is committed to providing an appropriate and high quality education for all children. We believe that all children, including those identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. All children will be fully included in all aspects of school life.

We believe that all children should be equally valued in school (see Aims and Values Booklet). We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe (see Inclusion and Equal Opportunities Policy). Elmlea Infants' School is committed to inclusion. We aim to create a sense of community and belonging and to offer equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning.

The S.E.N. Code of Practice (2002) describes four areas of need:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional and Social Development
- Sensory and / or Physical

At Elmlea we recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are very aware of the needs of Foundation Stage and Key Stage 1 children, whose maturity is a crucial factor in terms of readiness to learn. We recognise that many children, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Elmlea we aim to identify these needs as they arise and provide teaching and learning environments which enable every child to achieve his or her full potential.

Objectives:

- To ensure the S.E.N. and Disability Act, Every Child Matters and relevant Codes of Practice and guidance are implemented fully and effectively throughout the school.

- To ensure equality of opportunity for all children and to eliminate prejudice and discrimination against children labelled as having 'special educational needs'.
- To continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo and support staff as appropriate. The only exception would be where disapplication arising from a Statement occurs. In this instance a suitably modified curriculum would be offered to reflect a child's complex needs.
- To provide small group support teaching in Literacy skills for one hour a week per class in Year One and in Year Two, one hour at Wave 2 intervention and two hours at Wave 3 intervention per week.
- To provide Numeracy skills support in Year 2 for one hour per week.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having S.E.N. needs at **School Action** or **School Action Plus**. **Statemented** children will be assigned a trained Learning Support Assistant who will work beside the children in the classroom (number of hours will depend on the units provided by the Statement).
- To ensure that children with S.E.N. are perceived positively by all members of the school community and that S.E.N. provision is positively valued and accessed by staff and parents / carers.
- To ensure that we are able to meet the needs of as wide a range of children as possible.
- To enable children to move on from us well equipped in basic skills of literacy, numeracy and social independence to meet the demands of future school life and learning.
- To fully involve parents / carers at every stage in plans to meet their child's additional needs and to recognise the parents / carers as experts in understanding their own child's needs.
- To fully involve the children themselves by making them aware of the targets they are aiming for each term and asking them to evaluate their progress as part of the reviewing process.
- To involve outside agencies where appropriate to advise and pass on expert knowledge.

Arrangements for Co-ordinating S.E.N. Provision

The S.E.N. Co-ordinator (SENCo) is Miss Jane Simmons.

The S.E.N. Governor is Mrs Allie Harris.

The SENCo and S.E.N. Governor meet termly to discuss S.E.N. provision throughout the school.

- The SENCo will meet with each class teacher at least once termly to discuss and review children receiving Literacy and / or Numeracy Support Group teaching.

- Reception Teachers and the SENCo meet in Term 5 of the Foundation Stage. The Class Teacher will discuss any concerns about particular children and suggest which children might benefit from additional small group support in Year 1 (see Criteria for the Identification of Children to Join Support Groups – Appendix 1). Letters are sent home to parents / carers inviting their children to join the Support Group and to discuss any concerns. Reception Teachers inform the SENCo and parents / carers of any concerns earlier in the year if this is felt necessary.
- The SENCo and Class Teacher will draw up an IEP (Individual Education Plan) for children on **School Action Stage** at least twice yearly. This will be discussed with parents/ carers, class teachers and reviewed.
- The SENCo, Parents / carers, Class Teachers, L.S.A.s and outside agencies, where appropriate, will discuss and draw up IEPs for children on **School Action Plus** or **Statemented** children, as IEPs are reviewed.
- The SENCo will be alerted to any newly arising concerns by a member of staff or by a parent / carer. Discussions between the SENCo, class teacher and parents / carers will decide on how best to meet any additional needs for the child. See Appendix 2 – Procedure for Support / Guidance Criteria for Identification of Children with S.E.N.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class teaching approaches e.g. differentiation in weekly planning, varied teaching styles, grouping of children, resources.
- The SENCo monitors planning and is able to support Class Teachers at weekly planning meetings. She liaises with L.S.A.s working with Statemented children each week and co-ordinates a programme of activities which supports their specific needs.
- The Headteacher monitors the effectiveness of S.E.N. provision throughout the school. The Headteacher and the SENCo meet fortnightly to discuss provision and S.E.N. matters.
- S.E.N. support is primarily delivered by Class Teachers through differentiated teaching methods and curriculum planning.
Additional support is provided by the SENCo through:
 - A weekly one hour Literacy Support Group Session per class in Year 1
 - A weekly one hour (Wave 2) or two hours (Wave 3) Literacy Support Group in Year 2
 - A weekly one hour Numeracy Support Session for up to 8 children in Year 2
 - 1:1 sessions for children identified as **School Action** for 20 minutes a week**Statemented** children receive 1:1 L.S.A. support funded by the matrix units. See Appendix 2 – Provision Map.
In Reception, Class L.S.A.s may support individual children if specified as part of an IEP.
- The SENCo also provides extension provision in literacy and numeracy for up to 8 Year 2 children who are felt to be gifted or talented for one hour a week.
- Support staff, Class Teachers, the SENCo and outside agencies liaise and share developments in order to inform reviews, IEP targets and forward planning.

Specialised Provision

All staff have been involved in considerable professional development to support the teaching and provision for children with additional needs within the school.

All staff have received 'Child Protection' and most staff have had 'Safe Handling of Children' training, have attended a dyslexia In-set training and received 'hearing impairment awareness training'.

S.E.N. L.S.A.s have attended training which includes: Numicon training, Challenging Behaviour, Down's Syndrome Awareness, Makaton, Autism Awareness and First Aid.

Miss Jane Simmons (SENCo) has attended courses on Autistic Spectrum Disorder (along with Mrs Lis Webster L.S.A.) Dyslexia, Makaton, Numicon, Down's Syndrome Awareness, Wave 3 Literacy and Numeracy, Gifted and Talented, the use of ICT with S.E.N. children and attends SENCo Cluster meetings termly.

The SENCo and Head Teacher have both received CAF training and the SENCo has had training to allow her to complete an e-CAF.

Allocation of Resources to and amongst Pupils

At the beginning of each year a Provision Map is drawn up by the SENCo to show how we allocate resources to each year group.

The Provision Map for the year is attached to this policy as Appendix 2.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who may have additional needs.

- The school's system includes information provided by:
 - The Foundation Stage Profile and learning diaries
 - Information provided by a pre-school setting
 - Vulnerable Groups Class Tracker sheets for Literacy and Numeracy
 - Progress measured against the 'Criteria for the Identification of Children to join Support Groups' sheet (Appendix 1)
 - Vulnerable Groups Tracking Sheets
 - Progress measured against the key learning objectives in the National Literacy and Numeracy Strategies by use of tracker sheet records
 - National Curriculum descriptors for the end of Key Stage 1
 - Target Setting arrangements and procedures
 - Observations of behavioural, emotional and social development (see Appendix 3 E.B.D. questionnaire)
 - Class and individual targets
 - IEP targets
 - Assessments by a specialist service, such as Educational Psychologist, Speech and Language Therapist.
 - Transfer information from another school which has identified or has provided for additional needs
 - Concerns raised by a parent / carer

- Behaviour checklists and assessment / monitoring charts are available from the SENCo and will help class teachers identify a child who might need support for EBD (Emotional Behaviour Difficulties – see Appendix 3).

- Based on the school's observations and assessment information and following a discussion between the Class Teacher, SENCo and parent / carer, the child may be recorded as needing either:
 1. Differentiated curriculum support within the class
 2. Additional small group support teaching provided by the SENCo for Literacy or Numeracy
 3. Additional one-to-one support given by the SENCo for children on School Action stage or above
- In order to make progress, a child may only require differentiation of the plans for the whole class. This may involve modifying learning objectives, tasks and activities, teaching styles, resources and access strategies.
- Under these circumstances, a child's needs will be provided for in the Year Groups weekly planning, class targets and individual targets for Literacy and Numeracy. Additional support for individuals may be planned for and include sessions with the class/ mid-morning L.S.A.s. The child may also be withdrawn for one hour a week for the Support Group Session provided by the SENCo.
- At the Foundation Stage this may be provided by the Class L.S.A / mid-morning L.S.A as small group or individual support e.g. flashcard reinforcement, number recognition work, Jolly Phonics sound word and blending skills.
- **Monitoring** of progress will be carried out by the Class Teacher and used to inform future differentiated planning. Children who attend the Support Group Sessions will be monitored by the SENCo and progress shown on the Language Skill Checklist (see Appendix 4). Whole group targets are set termly and these children do not have an IEP.
- Weekly plans for the Support Group Session are written by the SENCo and each session is evaluated. Children's successes are highlighted as well as the need for reinforcement of learning objectives and next stages of learning.
- At the end of each term the SENCo and the Class Teachers meet to discuss and review the progress of children attending the Support Group. If it is felt that an individual child has made good progress and their needs can be met by differentiated curriculum support within the class then they no longer attend the weekly support group.
- If it is decided that the child has not made 'adequate progress' they will move onto the next level of intervention - **School Action**.
- The school uses the definitions of 'adequate progress' as suggested in the S.E.N. Code of Practice (2002), that is, progress which:
 - ◆ Closes the attainment gap between children and their peers
 - ◆ Prevents the attainment gap from growing wider
 - ◆ Is similar to that of peers starting at the same attainment baseline but less than the majority of peers
 - ◆ Matches or betters the child's previous rate of progress
 - ◆ Ensures full access to the curriculum
 - ◆ Demonstrates an improvement in self-help or social or personal skills
 - ◆ Demonstrates an improvement in the child's behaviour

- Parents / carers will be invited into school to discuss their child's needs at School Action Stage. An IEP will be drawn up with the Class Teacher with up to 4 targets. The IEP will be signed by the Child, Parent / Carer, Class Teacher and the SENCo. The IEP will be stuck in the front of the child's writing book for easy reference and a copy sent home. The child will receive one-to-one support for 20 minutes a week with the SENCo in addition to the Group Support Session.
- **School Action** provision will be provided where there is evidence that:
 - There has been little or no progress made with existing interventions
 - Additional support is required to develop literacy or numeracy skills
 - Additional support is required for emotional, behavioural or social development
 - Additional support is required for sensory or physical impairment
 - Additional support is required for communication or interaction needs
- The responsibility for planning for the School Action children remains with the Class Teacher in consultation with the SENCo.
- Monitoring of the one-to-one sessions will be carried out weekly by the SENCo. Significant achievements and difficulties will be recorded and will inform the IEP reviews. IEPs will be reviewed twice yearly. Parents / carers and Class Teachers will be invited to contribute and will be consulted about further action.
- If despite receiving an individualised programme and concentrated support for a considerable period, the child continues to have significant needs, a decision may be made to make provision at the **School Action Plus** level.
- **School Action Plus** always includes the involvement of specialist services (outside agencies). The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.
- **School Action Plus** would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:
 - ◆ Continues to make little or no progress in the areas of concern
 - ◆ Continues working at the National Curriculum / Foundation Stage levels substantially below that expected of children of the same age
 - ◆ Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
 - ◆ Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
 - ◆ Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.
- A child receiving support at **School Action Plus** will have an IEP drawn up by Parents / Carers, Class Teachers, SENCo and any outside agencies involved. All parties, including the child, will sign the IEP.
- Monitoring will take place as for School Action and reviews will be at least three times a year. Provision will run concurrently with differentiated curriculum support.

School Request for Statutory Assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus and in agreement with parents / carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a **Statement of Special Educational Needs**.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessment Panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement is made using the 'Criteria for Making a Statutory Assessment' – copies are available in the S.E.N. Room.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who has a **Statement of Special Educational Needs** will continue to have outside agency arrangements as for School Action Plus and additional Support that is provided using the funds available through the Statement. A Matrix is fixed to the Statement which outlines the Units a child will receive.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend whether changes need to be made, either to the Statement wording or to the funding arrangements for the child. Parents / carers, outside agencies, L.S.A.s, Class Teachers, the SENCo and the Headteacher are fully involved in the Annual Review process. If the child is transferring to a junior school, the SENCo from the junior school will also be invited.

Arrangements for S.E.N. Training

- The SENCo attends termly Cluster meetings to update and revise developments in Special Educational Needs.
- S.E.N. needs are targeted each year through the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house S.E.N. training is provided through staff meetings by the SENCo. There is a termly S.E.N. L.S.A. morning with the SENCo where training needs are raised.
- All staff have access to professional development opportunities and are able to apply for additional training where a need is identified. Support staff are encouraged to extend their own professional development and the Headteacher will ensure training needs are met.
- Training in S.E.N. issues is provided for Governors by either the Headteacher, SENCo or outside agency specialists. Governors also have access to LEA training courses.

Outside Agencies

- The Educational Psychologist (Jak Lee) visits the school regularly and plans with the SENCo purposes for visits
- Speech and Language Therapists (Jane Huzzey and Katy Waddington) make planned visits to school to observe and assess children with Speech and Language needs and provide individual programmes of support for school and home
- Karen Holbrook (Hearing Impairment Teacher) visits school termly to advise and support teachers.
- The Headteacher and / or SENCo liaises frequently with a number of other outside agencies, for example:
 - ◆ Social Services
 - ◆ Education Welfare Officer
 - ◆ School Nurse
 - ◆ Physiotherapists / O.T.s
 - ◆ Bristol Special Needs Services
 - ◆ Inclusion Officers
- The school regularly consults the Health Services. Concerns are initially brought to the attention of the School Nurse by the SENCo or Class Teacher and referrals will be made as appropriate
- Other agencies which provide support and advice if needed include the Autistic Spectrum Disorder Unit, EBD Team
- Permission from Parents / carers is required if any outside agency is involved with their child. The SENCo will inform parents / carers of dates and times when outside agencies are visiting and feedback reports are sent home.

Partnership with Parents / Carers

- Staff and parents / carers will work together to support children identified as having additional needs.
- Parents / carers will be involved at all stages of the education planning process. Meetings will be arranged between parents / carers, Class Teachers and SENCO to discuss additional needs.
- At Review Meetings with parents / carers the strengths and successes of their child are highlighted and discussed. Where suggestions are made as to how parents / carers can help at home, these are specific and achievable and all parents / carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home. Parents / carers are always invited to IEP Review Meetings to contribute their views. All IEPs will be signed by the parents / carers and a copy sent home.

- Ideas, resources and materials for supporting learning at home will be discussed with the parents / carers and distributed on request.
- 1:1 L.S.A.s who support Statemented children liaise closely with parents / carers on a daily basis. A Home/School Monitoring book is completed daily by the L.S.A. giving information about IEP targets worked on that day and progress made. The book is sent home at the end of each day so that parents / carers can read about their child's day and space is provided for the parents / carers to add their comments. This book provides vital monitoring to inform the IEP reviews.
- It is sometimes appropriate for children on School Action Plus or with Statements to have 'smiley face' charts for behaviour. Charts are sent home daily or weekly to inform parents. Behaviour charts are drawn up for an identified period of time, linked to targets.
- A S.E.N. Home/School Agreement is sent home at the beginning of the year for all parents / carers of Support Group children to sign. Group targets are also sent home at the beginning of each term.
- Parents / carers of the Support Group children receive a weekly note home in their child's Reading Record Book giving information about targets, learning objective and skills covered in that week's session. A homework task is also included for the parents / carers to work on at home with their child. This is returned the following week and a record of completed homework is kept in the SEN Planning Folder.
- Reading books are sent home daily for all children throughout the school. All parents / carers are encouraged to make a positive comment about their child's reading in the Reading Record Book.
- A Maths Loan Scheme runs throughout the school providing games and activities for parents / carers to support their child in numeracy at home.
- Parents / carers of SEN children are invited to make an appointment with Miss Simmons for Parents' Evening. This gives an opportunity to discuss achievements, concerns and next stages of learning for their child. The SEN Home/School Agreement informs parents / carers of days and times when Miss Simmons is available each week if they wish to make an appointment at any other time.
- Parents / carers of SEN children, along with the SENCo, have established a 'Parent's Support Group'. This group meets regularly to discuss successes, issues, and concerns, to share information, resources and invites visiting speakers. This is an informal group where parents / carers of SEN children can meet and chat.
- There are many organisations which can support parents / carers of children with additional needs. The SENCo has an up-to-date list. Leaflets giving information about the local parent partnership group 'Supportive Parents/Carers for Special Children' are available in the SEN Room. Information sent from organisations will be posted on the noticeboard in the entrance lobby.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents / carers are able to make a complaint by contacting the Headteacher, or, if this fails to resolve the issue, the Governing Body. The complaints procedure is explained more fully at the end of this Policy and is available from the school office on request.

Links with other Schools / Transfer Arrangements

- Reception Teachers and L.S.A.s will meet with staff from pre-school settings prior to children starting school. Concerns about particular needs will be brought to the attention of the SENCo. The Headteacher and SENCo will visit the child in their pre-school setting and meet with their Keyworker to discuss additional needs. The SENCo will arrange a further meeting with parents / carers and proposed class teacher to ensure effective provision to meet the child's needs as soon as he/she starts school.
- Class Teachers of children transferring from other schools will receive information from the previous school. If there is an S.E.N. concern the SENCo will telephone to discuss the child's needs.
- Children transferring from Elmlea Infants' School will have all necessary documents sent to their new school. These will give details of particular needs and additional provision given by the school. The SENCo will discuss these children with the new school on request.
- During the Summer Term a liaison meeting is arranged with the Elmlea Junior School SENCo (Mrs Julia Hoskins). Information, record sheets and monitoring will be passed on to the Junior School to ensure a smooth transfer. Mrs Hoskins is invited to all Annual Review meetings of children in Year 2 transferring to the Junior School.
- 'Handover' meetings are arranged within school in the Summer Term. Class teachers discuss and pass on information about all children to the new class teacher in preparation for the September transfer to a new year group.

Inclusion Principles (Also see: Inclusion and Equal Opportunities Policy)

- Staff and Governors at Elmlea Infants' School value children of different abilities and support inclusion.
- Elmlea Infants' is currently working towards the Bristol Inclusion Standard and has an Inclusion Steering Group which meets termly to discuss Inclusion issues and to collect evidence towards the Standard.
- Within the school, staff and children will be constantly involved in the best ways to support all children's needs. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- The School's Access Plan is available in the Headteacher's office. The Access Plan includes information about:
 - Access to the school environment and building
 - Access to the learning and curriculum, ensuring all children have access to a 'balanced and broadly based' curriculum
 - Access to information e.g. print format, school signs and information in other languages.

- The School's Admissions Policy ensures that children with additional needs are considered for admission on exactly the same basis as for children without additional educational needs.
- Issues of disability, difference and valuing diversity form an integral part of the Personal, Social and Emotional curriculum throughout the school. Books, resources, displays and role-play equipment are regularly reviewed to ensure they reflect the range of special educational needs and promote positive portrayals of disabled people. When ordering new resources careful thought is put into ensuring a wide range of positive imagery. The school has a Disability Equality Scheme (2008 – 2011) in place with an action plan to show issues which need to be addressed to ensure inclusion of disabled children and adults.
- Disabled adults are welcome in our school, as we believe it is important to have role models. There is a designated disabled parking space in the school car park and any disabled adults / parents of disabled children are encouraged to use this to access school. The school has a disabled toilet, with access gained through the staffroom outside door. The school is not designed well to enable disabled children and adults to access all areas of the school building.
- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name-calling related to S.E.N. or disability.
- School trips will be planned to ensure all children will be able to access the places visited. Pre-planning is essential and risk assessments will be carried out. In some instances we may ask that a parent / carer accompanies a child on a trip to ensure utmost safety. A statemented child will always be accompanied by their one-to-one L.S.A.

Evaluating the Success of the S.E.N. Policy

- Every year we analyse the data we have on the percentage of our children with very low attainment at the end of their key stage, compared to the percentage from similar schools. We analyse data recorded on the 'Vulnerable Groups Tracking Sheet'. We also analyse data on behaviour, major behaviour incidents and exclusions. We use this data to help us plan our provision map and to set targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment
 - An increase in the percentage of S.E.N. children achieving Level 2 or above at the end of Key Stage 1
 - A reduction in behaviour incidents and exclusions
- Progress against these targets is reported to the Governing Body, who in turn report to the parents / carers through the Governors' Annual Report. Each term the SENCo provides information to the Governing Body as to the number of children receiving special educational provision through School Action, School Action Plus and Statements, as well as children attending the Support Group. The Headteacher will report on any S.E.N. issues arising and will ensure that the Governors are kept up to date with legislative or local policy change.

S.E.N. is a standing agenda item at all Achievement Committee meetings and will be reported at the Full Governing Body meetings.

- The SENCo and the S.E.N. Governor meet every other term to discuss issues and developments. The S.E.N. Governor will lead the monitoring of the S.E.N. Policy on behalf of the Governors.
- The S.E.N. Policy will be reviewed annually by the SENCo in consultation with the staff and Headteacher. Time will be given at Staff Meetings to ensure the Policy is read and agreed by staff. Copies of the S.E.N. Policy will be given to all L.S.A.s working with children with additional needs and is available to parents / carers on request.

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.

Updated and reviewed: October 2008

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