



## **Calmore Infant School Special Needs Policy**

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**Approve by: The Governing Body**

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**CALMORE INFANT SCHOOL**  
**SPECIAL NEEDS POLICY**

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**CALMORE INFANT SCHOOL**

**SPECIAL NEEDS POLICY**

**PHILOSOPHY STATEMENT**

During their school life some children may experience difficulties in certain areas of their learning. The individual requirements of these children will be addressed through learning tasks matched to their abilities and needs, so that they may make progress and grow in confidence and self esteem.

**GENERAL PRINCIPLES**

- All children should be given the fullest access possible to all areas of the National Curriculum.
- All children have access to quality first teaching
- The individual needs of each child will be met by careful planning and implementation of appropriate programmes.
- Identification and assessments of needs will be carried out as soon as is practically possible, in order to facilitate early intervention, and as often as seems necessary.
- All children will be given the greatest opportunity to succeed through variation and task design that meets their needs

- Wherever possible, children will be fully integrated with their peers.
- Parents will be consulted and informed at all stages.
- Outside agencies will be consulted when appropriate to advice on meeting the needs of individuals.
- All children are valued equally, regardless of their abilities and behaviour.

## **DEFINITION OF SPECIAL EDUCATION NEEDS**

See Appendix 1.

### **1. ROLES AND RESPONSIBILITIES**

#### **1.1 Governors**

- in co-operation with the Headteacher, determine the policy for SEN, including the approach to the provision and practice for children with Special Needs;
- establish appropriate staffing and funding arrangements;
- nominate a Governor with special responsibility for Special Needs – currently Lief Kealy Chaplin
- liaise with SENCO and Headteacher
- Review the progress of SEN through progress data
- Monitor the impact of interventions
- Observe practice
- Look at books to see how SEN access the curriculum

#### **1.2 Headteacher**

- inform the Governing Body of any changes in the Policy or practice;
- general oversight of the management of SEN within the school;
- liaise with outside agencies;
- organisation and management of annual reviews;
- allocation of funding for SEN.
- analyse data to track progress
- Book scrutiny

#### **1.3 SEN Co-ordinator (Currently Mrs Weaver)**

- development and review of Policy;
- maintenance of SEN records;
- liaise with and support of other staff;
- organisation of annual SEN Audit;
- management of resources.
- monitoring of SEN children
- analyse data to track progress
- keep updated records of SEN interventions, impact and be prepared to report to Headteacher/ Governors on SEN in school
- Attend local SEN clusters and CPD courses
- Monitor Nurture provision and the progress of children in Nurture Group and the impact of Nurture on child's disposition to learn and final attainment
- Ensure quality first class teaching through book scrutiny and lesson observations
- Liaise with pre- school and Junior school to discuss transition needs

For further details, see SEN Co-ordinator Job Description – Appendix 2.

#### 1.4 Class Teachers

- identification of children with SEN;
- regular record keeping and assessment;
- provision of programmes relevant to the needs of individual children- IEPs
- plan in-class support; use of LSA time within class;
- keeping parents informed and involved;
- involving the children in their progress, making them aware of their targets and taking into account their views.
- Liaison with SENCO

## 2. **IDENTIFICATION, ASSESSMENT AND RECORD KEEPING**

### 2.1 Early Years SEN support

Children with special educational needs who have attended a nursery class, playgroup or other early education setting should have had their needs identified already.

### 2.2 Identification

2.2.1 All children in Reception are assessed according to Early Years Curriculum during the course of the year.

Those who enter school already identified as having SEN will have their IEPs from their pre-school setting reviewed and appropriate targets will be set to support the child within the classroom.

2.2.2 All children are assessed primarily by the class teacher, using her own professional judgement. Any concerns are shared with SENCO by October half term.

2.2.3 Records from other schools and agencies and concerns voiced by parents are also taken into account.

2.2.4 Identification is an ongoing process for all children. The class teacher should be the first to identify any changes in needs for the children in her class, and indicate to the SEN Co-ordinator (SENCO) any concerns that they have.

### 2.3 Assessment and Diagnosis

#### 2.3.1 .

The graduated process for assessment is called SEN support

SEN Support is agreed where there is evidence that the child needs additional support to access the curriculum

Evidence will be through:

- DEST
- Boxall
- RW Inc phonics assessment
- YARC

- BASC
- Sandwell
- Yr 1 phonics test
- Ongoing Teacher assessment
- Evidence from other agencies e.g. speech and language, physiotherapy, occupational therapy, Ed Psych, CAMHS, Behavioural Support, Portage

Where the involvement of outside agencies is required, this occurs following consultation with parents, SENCO & Headteacher

Routes for referral for ECHP can be:

- a request by the school or setting
- a request by a parent
- a referral by another agency

2.3.2 For some children, it will be considered necessary to refer them to an Educational Psychologist (EP) for more help in assessing their individual needs. These cases will need to be well supported by evidence of previous action taken to help the child and records of progress to date.

There are a variety of published test packs available in school to aid assessment and diagnosis and they are kept in the interventions room where parents are free to access them with the intervention teacher guidance.

2.4.1 Results of initial screenings carried out as standard procedures are kept for every child. Similarly, results of any other assessment are kept in the child's file or individual files in the interventions room. Parents are informed of results. See Section 5.

2.4.2 Records of needs, action taken, programmes provided, progress etc. are kept for each child who is identified as having SEN.

2.4.3 SEN support children a child friendly Individual Education Plan (IEP) form is used. The teacher carries this out with a child on a one-to-one basis. These are reviewed and updated regularly.

Outside agencies will be contacted to give additional help and support when and where it is needed.

2.4.4 For children who require ECHP (Education Care and Health Plan), the same IEP forms continue to be used. . Copies of Formal Assessment procedure forms are kept in the child's SEN file. If a pupil is in receipt of an ECHP these and Annual Reviews are kept in the child's file.

### 3 **SUPPORTING THE NEEDS**

3.1 Children's educational needs should be met by giving them access to a full and varied curriculum. At times it will be necessary for some children to have additional support to enable them to do so

3.2 Some children's needs may be addressed through variation of work being undertaken

by the class as a whole, the object being for the child to access the learning within the class suited to their specific needs. At times it will be necessary to draw up a specific programme to support the needs of a child.

3.3 Needs are best met by building on the child's own strengths and qualities. At all times Programmes for such children should bear this in mind. Pupil awareness of their targets and progress achieved is vital for their success. This will be achieved by discussing targets with the child and making them aware of the success criteria.

3.4 It is very important that children with SEN are able to achieve some success and so gain more self-esteem. To this end, programmes of work, which are devised for them, should comprise many small, short-term targets which may be easily attained.

3.5 All teachers are teachers of children with special educational needs and have the responsibility for meeting the needs of the children in their care. It is the Class Teacher who will be primarily involved in the support of SEN for children in her class, with the support of the SENCO, the Headteacher and other outside agencies as required.

3.6 Support to help Class Teachers is available through the use of Learning Support Assistants (LSA) who need to work under the direction of the Class Teacher with identified individuals and small groups.

3.6.1 The deployment of LSAs is the responsibility of the Headteacher and the SENCO. The needs of the school as a whole, year groups, classes and individual children will be taken into account when this deployment is considered. This may be in class, small groups or withdrawal as the need arises for the child and is noted on IEPs.

3.6.2 SEN training on specific foci is built into the School Development Plan for all teaching and support staff.

3.7 Resources are located in the intervention room.

#### **4 PASTORAL CARE AND BEHAVIOUR MANAGEMENT**

4.1 The in-school pastoral care of each child lies primarily with the Class Teacher.

4.2 Regular contact with parents can help to foster such care; the school has a programme of regular Parent-Teacher interviews on a termly basis. Also parents are encouraged to come into school to speak with their child's teacher if there is ever cause for concern in any area. Any SEN child having RISE or Numbers Count interventions will meet with the interventions leader to discuss the intervention and progress.

4.3 The Headteacher is available to support staff with the pastoral care of any child in their class.

4.4 The school has a Policy on Behaviour Management, which will be followed in the event of

any child's needs being in this area. In such cases, written evidence of behavioural difficulties, identifying particular incidents, is kept by members of the Teaching and Support Staff.

4.5 If any outside agencies need to be contacted for advice (e.g. Social Services, Behaviour Management, ED Psych) the Headteacher/Deputy Head or SENCO will carry out this liaison.

#### 4.6 Nurture Group

We offer a Nurture Group in our school which runs 4 afternoons a week (Mon-Thurs) 1-3pm, whereby around 8-10 children attend. The children are assessed through the use of the Boxall Profile, and the group plans around the needs of the children. Our Nurture group provides a safe and nurturing learning environment where each child is valued, understood and has their emotional needs met appropriately. See Nurture Leaflet on the website

### 5 PARENTAL INVOLVEMENT

5.1 The involvement of parents in their child's education is of vital importance. To this end, the school has a programme of regular Parent/Teacher interviews; one during the first half of the autumn term. After the reports have been sent out in the latter part of the Summer Term parents will be given the option to come in and discuss the report if they have any concerns. Parents of children who are working below expectations will be strongly encouraged to come in and discuss the report with the teacher and also in the summer term to check on progress.

5.2 Once a child is identified as having SEN, the Class Teacher makes an initial contact with the parents to discuss the situation. If this is not possible, the Headteacher should be informed.

Subsequently, parents should be involved in regular discussions with the Class Teacher – at least termly when each IEP is reviewed.

5.3 If parents wish to do so, the Headteacher will be willing to discuss the situation with them at a mutually convenient time.

5.4 Parents should be kept informed of the identified needs; strategies being used to support these needs; targets being set; progress being made. Any ways in which parents can provide additional support should be explored and encouraged.

5.5 If a child is to be referred to any outside agency, the parents should be informed as soon as possible, and their prior consent must be obtained.

5.6 If a parent is unhappy with the way their child is being supported by the school, they should be referred in the first instance to the Headteacher. Every effort will be made by the school to resolve concerns and problems, in the best interests of the child concerned.

A formal complaints procedure, as laid down by the Authority, may be used as a last resort. Parents are issued with this information in the school prospectus and the complaints policy is available on the website.

### 6 WORKING WITH OTHERS

6.1 At times it will be necessary to seek help and advice from others – other schools, specialist agencies (e.g. Speech Therapist etc.), the LEA.

6.2 At these times, the Headteacher/SENCO should be informed of the need. The Headteacher/SENCO will then make initial contact, discuss what help can be obtained, arrange for meeting times, etc.

6.3 Other members of staff may be involved in these meetings as and when appropriate.

At times, the Headteacher will not be involved in the meetings (e.g. visits by Speech Therapist to set speech programmes for individual children).

6.4 Notes and reports will be kept in children's individual SEN files (located in the interventions room), in the children's files (located in Headteacher's office) and in each class SEN file (located in each classroom).

6.5 Liaison at the Age of Transfer – Prior to transfer to Junior School, all SEN records will be passed to that school. The receiving teachers will liaise with the Year 2 teachers about individual children. The SENCOs from the schools will also liaise over SEN provision. When children visit the Junior School, any SEN children needing support will be accompanied by an LSA, and in addition will have a transition programme to ensure smooth and successful transition.

(For list of Outside Agencies see Appendix 8.)

6.6 There is regular liaison with local cluster SENCOs.

Additional liaison is with

- pre-school groups
- Early Learning Centre (Wildground School)
- Special Schools
- Portage

## **7 DISABILITY DISCRIMINATION ACT (DDA)**

The school will endeavour to meet the needs of children with disabilities.

## **8 RACE EQUALITY**

This policy has been written with awareness of the school's Race Equality Policy.

## **9 FUTURE DEVELOPMENT AND REVIEW**

9.1 The Policy will be reviewed in accordance with School Improvement Plan.

9.2 At each review, the Governing Body and all members of staff should be consulted and an opportunity given to contribute to such a review.

9.3 Regular opportunity should be given in Staff Meetings to discuss how the Policy is working in practice.

Opportunity for in-service training in areas of concern or difficulty should be found.

