

MANOR FARM INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

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Definition of Terms

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of other the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools.”

Many children and young people who have SEN may have a disability under the Equality Act 2010, this means “...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, epilepsy, diabetes and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEN definition.

There is a wide spectrum of special educational needs that are frequently inter-related. Children will have needs and requirements which may fall into one, or more, of the four areas listed below:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs.

Support may need to be temporary or permanent.

Philosophy and Aims.

At Manor Farm Infant School we individually assess and monitor the educational needs of every pupil. We provide for those needs as effectively as possible, referring to specialist help, both internally and from outside agencies, whenever necessary.

We aim to identify children with learning difficulties as early as possible and make appropriate educational provision for them.

We believe that parental involvement is essential at all stages and the school aims to encourage parents as partners in the learning process.

The school promote a happy, caring and secure environment enabling children to achieve their full potential academically, as individuals and as part of society for children and staff.

Programmes of work are based on the "small steps to learning" philosophy which encourages special needs children to develop a growing confidence in their abilities, believing they can succeed. Teachers plan work carefully - differentiating input, support, task, and outcome, as appropriate, to meet the needs of every member of the class.

We believe that children with special educational needs have a right to a broad, balanced and relevant education with extra human resources e.g. Learning Support Assistants, being provided on a "needs led" basis.

Working with and Supporting Pupils and Families

Parents are encouraged to keep in regular contact with the school regarding their child's progress and any concerns they may have. Bucks C.C Parent Partnership have set up a support network specifically for parents of children with Special Educational Needs

Buckinghamshire Local Authority has a local offer which sets out local provision and support for children, young people and families with additional needs:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

At Manor Farm Infant School we work with agencies such as:

- Speech and language team
- Cognition and learning team
- Physical disability team
- Hearing impairment team
- Occupational therapists
- School nurse
- Pupil Referral Unit
- GP and Pediatricians

Identification of children with Special Educational Needs.

It is essential to identify problems as early as possible in order to ensure that a pupil has the necessary skills to be successful in the next stage of learning. It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress (Code of Practice 5:36).

Class teachers identify special needs by considering the needs of the whole child which will include not just educational needs to ensure appropriate provision. These can include looking at disability, attendance and

punctuality, health and welfare, English as an additional language, being in receipt of Pupil Premium grant, being a Looked After Child and being a child of a service person.

A variety of resources are used for special needs diagnostic assessment.

Special Needs Procedure – The Graduated Approach.

Manor Farm Infant School embraces a Whole School Approach to special educational needs requiring every member of staff to take responsibility for every pupil that they teach.

It is essential that teachers are ensuring that there is high quality teaching, appropriately differentiated for individual pupils and this is the first step in responding to possible special need education. The SENCO will provide advice, guidance and support where necessary.

Once a child has been identified as having a Special Educational Need, through a process of assessment made by the teacher and SENCO, the parents are informed and, following a structured and systematic discussion with the parents he/she is put on a support plan. This will ensure the support that the child receives is transparent and the best provision is provided for each individual child. A support plan is drawn up by the class teacher to address the specific need. Targets / objectives are set, to be reviewed three times a year with the parents' involvement to monitor progress made.

There is a continuum of support which increases in line with the pupil's degree of need.

Triggers for Intervention

When despite receiving differentiated learning opportunities a child:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioral difficulties which are not ameliorated by the behaviour management techniques used in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the differentiation curriculum.

A child still not making sufficient progress will at this stage be referred for support and/or advice from relevant external support services e.g. emotional and behaviour support service, impaired visual or hearing service. At this stage the Educational Psychologist may be involved.

Statutory Assessment

If by the second review the progress is not satisfactory, the head teacher may refer the child for statutory assessment.

When the Local Education Authority (LEA) is considering whether to make a statutory assessment or is conducting an assessment, the school, in partnership with parents and support services, remains responsible for the child's education provision.

A statutory assessment does not always lead to an Education, Health and Care (EHC) Plan, but the assessment is the necessary preliminary to the issue of an EHC Plan. The information gathered during an assessment may indicate ways in which a child's needs can be met by his or her school without an EHC Plan. During this process Higher Block Funding may be applied for short term interventions.

Supporting pupils at school with medical conditions

The staff and governors at Manor Farm Infant School will ensure that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Any member of staff providing support to a pupil with medical needs will have received suitable training. School leaders will consult health and social care professionals as well as parents to ensure that the pupil's medical conditions are effectively supported. The SENDCO and head teacher will ensure that all staff are suitably trained and aware of the child condition. In the event of the child's teacher being off and a supply teacher is needed, the head teacher/SENDCO will ensure that they are properly. Please see the schools policy for managing medical conditions.

Record Keeping

The SENDCO maintains an SEN Register which provides an overview of the children in the school who currently have special educational needs. Children are added to, or removed from, the register when reviews take place and when children join or leave the school. Amendments to the stages children are on are made as necessary.

All SEN records, including support plans and diagnostic assessments are passed on to the relevant Junior Schools unless the child has been removed from the register for one academic year. The same criteria applies to any child moving to a new school.

A copy of all SEN records are kept for one academic year after a child has left.

Records are maintained by the class teacher and SENDCO .

Roles and Responsibilities

The Headteacher

The roles and responsibility of the headteacher are:

- to ensure the school has a nominated Special Educational Needs Co-ordinator
- to be kept informed of pupils who have been identified as having special educational needs
- to ensure teachers are aware of the importance of early identification and provision for these children
- to see that the school's Special Educational Needs Policy is reviewed regularly and that such a review is incorporated in the school's development plan
- to report annually to the Governing Body on how the special educational needs of all pupils are being met
- to satisfy the parents of children with special educational needs that the appropriate educational provision is made available to meet their child's needs

The Special Needs Co-ordinator:

The special needs co-ordinator is responsible for:

- the day to day operation of the schools' special educational needs policy.
- liaising with and advising class teachers.
- coordinating provision for children with special educational needs - monitoring the implementation of programmes and their effectiveness and progress.
- maintaining the schools' Special Educational Needs Register and overseeing the records on all pupils with special educational needs.
- contributing to the in-service training of staff.
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- in close consultation with the headteacher, drawing up the Learning Support Assistant's timetable ie. allocation of time available per class.
- ordering / purchasing /maintaining equipment and resources.
- attending courses, reading publications, keeping up to date with new developments.

The SENDCO liaises with the Manor Farm Junior School SENDCO at transfer.

Learning Support Assistants

LSAs are responsible for:

- supporting pupils individual needs, as directed
- supporting the inclusion of pupils with SEN within the whole class
- Implementing and managing the differentiated learning for pupils with SEN as prepared by the class teacher.
- Monitoring and feeding back pupil progress to the class teacher and SENCO
- Using identified aids, adaptations and interventions appropriately and consistently
- Contributing to support planning and review meetings

The SEN Governor

The Governing Body has appointed a SEN Governor who is responsible for:

- Helping to raise awareness of SEN issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer
- The designated safeguarding officer is Mrs Paula Coppins
- The designated person responsible for managing pupils medical needs is Mrs Clare Couch.

Specialist Teacher

The school buys in the advice of a specialist teacher for cognition and learning. We also have County provision from a Occupational Therapist, Hearing Therapist and a Speech and Language Therapist.

Accessibility

Manor Farm Community Infant School is on two floors. Ramps have been provided to ensure wheelchair access to the main hall and reception area. A disabled toilet is also accessible. Handrails have been installed at various heights along some steps to aid access for pupils. Blocks and toilet supports are installed in pupil toilets as required. Differentiated learning approaches identify interventions which are used to increase accessibility for pupils with identified needs which may include auditory and visual impairments as well as sensory processing needs.

The school operates an "open door" approach enabling parents and carers to contact staff – usually initially through the class teacher – to discuss concerns or issues.

Dealing with Complaints

If there is a complaint about the support given for a child with SEN please make an appointment to see the SENDCo or Headteacher so it can be discussed further. If it is still not resolved after this please speak to the schools SEN governor or the SEN officer at Buckinghamshire County Council.

Bullying

The school works hard to teach the children about values lead education, as well as growth mind sets. This teaches the children respect of others and diversity amongst people. In the unlikely event that bullying is taking place in the school, please refer to the schools bullying policy for how it is dealt with in the

school.

This policy will be reviewed on an annual basis by the SENCO and SEN Governor

Reviewed June 2017