



GRANGE INFANT SCHOOL SPECIAL EDUCATION NEEDS POLICY

Rationale

We acknowledge current legislation and recognise that a percentage of our children may have a special need at some stage in their school career. Some children may have an Education Health Care plan (EHCP).

- All children are encouraged, valued and accepted equally regardless of their ability or behaviour.
- All children are entitled to access the full range of a broad, balanced and suitably differentiated curriculum, which enables children to reach their full potential.
- Every teacher is a teacher of children with special needs.
- Parents and carers of children have a valuable contribution to make towards a child's development and learning.

Definition of special needs:

A child has a learning difficulty if:

- a) He/she has a significantly greater difficulty in learning than the majority of children of his/her age.
- b) He/she has a disability, which prevents or hinders him/her from making use of educational facilities for children of his/her age.

A child is disabled if:

He/She has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The school operates within the structure of Hampshire County Council (HCC) policy and the Code of Practice on identification and assessment of Special Education Needs (SEN).

Children with English as an **additional language** may have provision made for them following an assessment by Ethnic Minority Travellers Achievement Service (EMTAS). However, they **do not have special educational needs** unless they also have a learning difficulty.

Aims

- To identify children with SEN at the earliest opportunity using agreed school criteria.
- To provide Individual Educational Plans (IEPs) for those children needing learning support from SEN Support onwards.
- To seek the views of the child and take them into account.
- To acknowledge and draw upon parent knowledge and expertise in relation to their child.
- To consult external agencies where necessary.
- To maintain an ethos of information sharing between all parties involved.
- Admission arrangements for children with SEN are in line with HCC guidelines. (See school's admissions policy)
- Funding received by the school from HCC will be targeted to provide additional support for identified children.
- Children will be taught mainly within their peer group although there will be occasions when they will be withdrawn to work in smaller groups in order that their particular and specific needs be met. On some occasions, a child may need 1:1 adult support or a modified curriculum depending on their needs.

Success criteria

Grange Infant School is working to the Code of Practice.

- Every parent will know if their child has been identified as having a special educational need through contact from the school.
- Every parent will receive a copy of his or her child's IEP on a termly basis (or when changes are made.)
- All parents are invited and expected to attend their child's IEP update/ review except in extenuating circumstances.
- Every child with an IEP has their targets shared with them and they sign the document once these have been shared.
- All parents contribute to their child's annual review (for those children with an EHCP).
- Children will be regularly assessed to make sure they are making progress and to identify if there are any difficulties with their learning.
- Any child highlighted by the Dyslexia Early Screening Test (DEST) as being 'at risk' will have this written on their IEP and the implications will be considered when planning suitable interventions.
- If a parent raises a concern about SEN, the school will reply within 3 working days.

Roles and responsibilities

Provision for pupils with SEN is a matter for the school as a whole.

The Special Educational Needs Coordinator (SENCO)

All mainstream schools must appoint a SENCO who is responsible for the day- to- day operation of the school's SEN policy.

The SENCO will:

- Coordinate provision for pupils with SEN and liaise with parents, staff and external agencies.
- Will have designated time to plan and resource for SEN provision.
- Provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- Keep the Governing Body fully informed and will seek out and share best practice with the Local Authority (LA) and other schools.
- Report to the Headteacher who has responsibility for the provision of pupils with SEN.

The current SENCO is Constance Cave

Governing Body

The Governors, including the Special Needs Governor, will ensure that:

- A policy for SEN is reviewed and published annually with regard to the Code of Practice and reports will include an evaluation of the implementation of the policy.
- The Special Educational Needs and Disability (SEND) information report is updated annually and is available on the school website.

Parents and Carers

When a concern is first expressed, it will be shared with parents/ carers of the child. Parent may have suggestions regarding their child's education, which may help with planning. If it is decided that the child requires an IEP, the parents or carers will be given an appointment in which this document will be explained. Parents and carers are involved at all stages of their child's learning through appointments with the class teacher and SENCO, as well as through the annual report.

The Headteacher

The Headteacher will have responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN.

The Headteacher will:

- Work closely with the SENCO and Inclusion Co-ordinator.

The Inclusion Co-ordinator:

The Inclusion co-ordinator will oversee the inclusion of all children in school. They will work with the SENCO to ensure that children with special needs are not disadvantaged in anyway. This policy should be read in conjunction with the Inclusion policy.

The Inclusion Co-ordinator will:

- Work closely with the SENCO to support children with wider needs.
- Make sure all children are fully included in school life as far as possible.

The current Inclusion Co-ordinator is Sam Myers

The Class Teacher

The class teacher will:

- Obtain information about the child's difficulties or areas of concern.
- Work in partnership with parents and carers.
- Obtain the child's view
- Be aware of any other professionals involved with the child.
- Seek advice and support from the SENCo should further help be required such as an IEP.
- Prepare the IEP and plan for monitoring and assessment.
- Share the IEP with parents and carers, and the class teaching assistant.
- Monitor progress in learning.
- Provide an appropriate curriculum for the child's needs.
- Keep appropriate records to track progress and measure impact.

The Teaching Assistant (TA)

The teaching assistant will:

- Share concerns regarding a child's progress as soon as possible.
- Work with the class teacher in order to implement an IEP.
- Support and monitor the child's progress and suggest changes to targets as needed.
- Keep records as appropriate.
- Work with support groups or on an individual basis as needed.
- Work with the Class Teacher to plan and implement intervention programmes such as Precision teaching, Sidney reading, First Class at Number tasks etc.
- Liaise with other professionals such as Speech and Language Therapist (SALT) in order to carry out programmes.

Identification and assessment of children with special educational needs.

The school follows the revised Code of Practice 2015. Areas of Special Educational need are -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Children are identified in a number of ways:

- Teacher assessment and standardised tests
- Teacher raising concerns
- Parent's concerns
- Monitoring in class
- SENCO involvement
- Outside agencies involvement

Early intervention stages are monitored and addressed by the class teacher (SENCO and TAs involved with learning support and developing programmes for individual needs.)

The SENCO will monitor all children on the SEN register and will be responsible for involving any outside agencies when necessary.

For a small number of children this support may still not meet their needs. In this case the school, or parents, can request that the LA undertakes a Statutory Assessment of the child's needs which may lead to an EHCP. The school will follow Guidance from the Code of Practice and County when applying for Statutory Assessment.

At this point the school should be in a position to provide written evidence of or information about:

- The school's action through SEN support
- IEPs for the pupil
- Record or regular reviews and outcomes
- Pupil's health and medical history where relevant
- National Curriculum levels or P- Levels as appropriate
- Attainment in Literacy and Numeracy
- Educational and other assessments e.g. advisory specialists, Educational Psychologist
- Views of parents/ carers and of the child
- Involvement of other professionals
- Any involvement by social services or education welfare

These children may be provided with extra funding by the LA which the school will use to support the child. The EHCP will be reviewed annually at the Annual Review Meeting. All agencies involved with the child will be invited to Annual Review meetings. Children who are identified with special educational needs in the Code of Practice have IEPs.

In liaison with the SENCO, class teacher and teaching assistants plan and review the IEP targets. IEP targets will be revised on an on-going basis and at least every 6 weeks to monitor progress and effectiveness. Targets will be set based on assessments made by the teacher. The IEP's are shared with both pupils and parents and targets are worked towards within a specific time limit.

Covid 19 response for SEND

All children with an EHCP will be offered a place in school when Lockdown Restrictions are in place, in line with the Government Guidelines at the time. For those children with an EHCP whose parents do not accept that place the school will complete a risk assessment and will make weekly phone calls to parents to check wellbeing and offer support. Children with additional needs or SEND who do not have an EHCP will be offered a place if they meet criteria set out in Government Guidelines either for Key Worker children or under vulnerable children, children with SEND will not be automatically offered a place, but will be considered. For children in school with either an EHCP or SEND, the school will endeavour to continue to provide the appropriate support that children will need. Annual reviews will still go ahead.

Complaints

When concerns arise through the application of the process, individuals may make a complaint by contacting the Headteacher or the Chair of Governors.

Agreed: This policy was agreed and ratified at the Governing Body meeting held 26th January 2021.

Review: This policy will be reviewed annually.

Reviewed: January 2021

Next review: January 2022