

Stonehouse Park Infant School



Stonehouse Park
Infant School

The BEST start for every child so every child can be the BEST they can be.

Special Educational Needs and Disability Policy

(This policy should be read in conjunction with Safeguarding , Equal Opportunity, Learning & Teaching & Assessment Policies & Stonehouse Park Infant School Local Offer)

Ratified by Governors: May 2018

Review Date: May 2019

Our Vision Statement

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

Our Aims:

Curious about the world

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

Excited about their future

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

Positive of their ability

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

Caring of other people

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.

A child or young person has Special Educational Needs and Disabilities (hereafter called SEND) 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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 others of the same age in mainstream schools or mainstream post-16 institutions

The Stonehouse Park Infant School Local Offer, which also serves as the school's contribution to the Gloucester County Council local offer, outlines the specific provision available at our school and nursery and is available on the school website or via the school office.

RATIONALE

Stonehouse Park Infant School values the contribution that every child and young person can make, and welcomes diversity of culture, religion and intellectual style. We seek to raise achievement remove barriers to learning and to increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our nursery and school. In accordance with the SEND Code of Practice (2014) we aim to enable children with SEND to reach their full potential in a supportive environment, to be fully included within our nursery and school community and to help them towards making successful transition to adulthood.

AIMS

Our aim is for all children with SEND to reach their full potential in a supportive environment that prepares them well for the future and allows them to;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution

OBJECTIVES

- To identify SEND as soon possible and implement appropriate provision focussing on the needs of the whole child.
- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.

- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

ROLES AND RESPONSIBILITIES

- ***Special Educational Needs and Disabilities Coordinator (hereafter written as SENDCo.)***

Rachel Edwards our headteacher is the SENDCo for children of primary school age in our YR, Y1 and Y2 classes. Mel Miles is our SENDCo in the nursery. As such they have responsibility for the day to day operation of the policy and for co-ordinating provision for pupils with SEND. The SENDCos ensure liaison with other professionals in respect of children with SEND. The SENDCos advise and support early years practitioners, teachers and TAs within our nursery and school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. A summary of this information is recorded in the Stonehouse Park Infant School SEND register.

- ***The SENDCo, the Head Teacher, Senior Leadership Team and the Governing Body.***

The governing body have established a 'Narrowing the Gap' committee who monitor the quality of provision for children with SEND, monitor the progress and outcomes of children with SEND and monitor how the SEND budget is being spent. This committee also liaise with both SENDCos and reports regularly to the governing body on the provision made for pupils with SEND. The SENDCos liaise regularly with the Senior Leadership Team in the strategic development of the SEND policy and provision.

Any concerns regarding safeguarding should be communicated initially to the Head Teacher and SENDCo for the school Rachel Edwards.

- ***Class teachers.***

Early Years Room Leaders and Class teachers, supported by the Senior Leadership Team, are primarily responsible for high quality teaching for all, taking account of areas of strength and weakness and regular assessment of progress for all children. They should seek to identify children making less than expected progress given their age and individual circumstances. The EYRL/CT and SENDCos are responsible, with advice from outside agencies, for devising additional or different strategies for those children identified as SEND. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP).

ADMISSION ARRANGEMENTS

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to **ALL** children and even in the event of being over-subscribed the nursery and school will not refuse admission to a child simply because we cannot cater for his or her special educational needs. We pride ourselves in our care and dedication to the needs of all our children and have had considerable success in the past in integrating children with a wide range of special educational needs. We have been complimented on our inclusive approach to learning by visitors, parents, professionals and Ofsted.

ALLOCATION OF RESOURCES

The formula budget delegated to the school includes an allocation for pupils in the school with special educational needs. Part of this budget has been used to help the governors to increase staffing. This often means that class sizes can be kept small and thus class teachers can devote more time to the needs of all individuals in their care. The governing body believes, with the wholehearted support of the staff, that this decision is in the best interests of all our children, but particularly those with SEND. When it is not possible to keep class sizes small then the larger classes receive extra support.

Pupils with an Education Health and Care Plan (EHCP) receive extra help or resources in accordance with their individual needs.

The Early Years SENDCo applies to the local authority for additional funding to support children in the nursery who has SEND at My Plan and My Plan+.

ARRANGEMENTS FOR IN-SERVICE TRAINING

The development of our expertise in being able to identify, assess and successfully remediate learning difficulties is considered by all staff to be a major school priority. The SENDCos attend training as appropriate and when available. Early Years staff, teaching staff, support staff and midday-supervisors attend relevant courses, often held locally. In addition a careful study of other available training is made in order to ensure that we develop knowledge and appropriate skills for all staff. Arrangements are made for health and medical training as appropriate e.g. hearing impaired, vision impaired, physical disability, allergies, and medical conditions such as Diabetes and Downs Syndrome.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW.

Identification and assessment of children with possible SEND is made initially by practitioner/ teacher judgement. This is based upon how individuals are coping with differentiated activities, their performance in all areas of learning/ areas of the curriculum at the 2 year old check, baseline in

each year group, transition to school the end of Foundation Stage, KS1; as well as how their progress matches the expected development for their chronological age and *national* performance indicators for their age group. Interventions are implemented as and when necessary and assessed to measure impact.

This identification process follows a graduated pathway: Please refer to our early intervention pathway.

The child's voice is very important and as such the 'Stonehouse Park Infant My Profile' is filled in for all children not just those with SEND.

'My Plans' are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support children with SEND and promote progress. If necessary a 'My Plan+' and 'My Assessment' will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway.

MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND.

The nursery and school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:-

- Regular observations of teaching by the Head Teacher, SLT, Nursery Leader, Curriculum Leaders.
- Moderation of practitioner/teacher planning and children's learning.
- The views of parents and children.
- Maintenance of assessment records which illustrate progress over time (e.g. learning journals, key objectives, Foundation Stage Profiles, emotional well-being screening, pupil progress meetings and SATS scores).

ACCESS TO THE CURRICULUM

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age.

All practitioners, teaching and support staff strive to:-

- Provide suitable learning challenges
- Meet children's diverse learning needs.
- Remove barriers to learning and assessment in their planning and teaching.

Room Leaders and teachers plan carefully for their groups/classes, having due regard for differentiation, coherence, breadth and balance. They match learning to the needs and abilities of

children. They use a range of strategies and teaching styles to develop children's knowledge, understanding and skills, where appropriate materials are modified or support is provided to enable children with SEND to access learning or assessment processes.

The accessibility plan is available on the school website or via the school office.

ACCESS TO THE WIDER CURRICULUM

In addition to the statutory curriculum the school provides a wide range of additional activities, e.g. multi-skills sports, music, art, forest school, gardening etc. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS.

As the partnership with parents is so essential to the success of our policy we hope that all concerns could normally be dealt with in an informal way through discussion initially with the nursery leader/class teacher and SENDCos, then with the Head Teacher as necessary. If a parent feels that this has not resolved their worries then at this point the services of the Gloucestershire Authority would be called upon. If necessary, parents would then formally request a review by the Head and the governing body. In the unlikely event of such a complaint the Head would carry out a review of provision for the child, seeking outside support if applicable and would then discuss their findings with the responsible governor. There would be a written response to the complaint followed by a meeting within four school term weeks; involving the Head, the SENDCo, the parent or guardian and the responsible officer. If the parents remained unhappy after this meeting then they would follow the formal complaints procedure as detailed in the school prospectus.

LINKS WITH OTHER SCHOOLS, TEACHERS AND FACILITIES.

We are most anxious to ensure that we maintain our excellent links with all of our feeder pre-school organisations and with the junior/primary schools who receive our pupils. Our nursery and school staff work together closely. This ensures that the nature of any difficulties is well known when the child starts and that we are in a position to act to help them early on.

Every year children transfer to our school and nursery from other primary schools and early years settings. These children are screened early on to identify any difficulties and staff always read records sent on with the child to see if any have been identified previously. Parents / guardians of these children are invited into school very early on to discuss their needs and desires for the future.

The majority of children leave us at the end of Y2 and move across to Park Junior school. A small group of children every year move onto other local primary schools. We all aim for a smooth transition for all our children but for those with difficulties we think it is particularly important to arrange face to face discussions with appropriate staff at the receiving school and to make sure that full records are passed on.

For our children with SEND we make regular use of multi-agency support services. Informal relationships with these services are good but when we require more formal help referrals are made. Our School Nurse is a regular visitor to school and is well known to our children and parents. We work closely with her to ensure that regular medicals in school are used to bring a medical perspective to our efforts to help our pupils.

Social Services work closely with individual children and families and we are always informed and consulted. The Head Teacher / Nursery Leader is invited to Case Conferences and other meetings when the welfare of our children is an issue.

The Inclusion Team at the local authority, work closely with us to deal with any problems should they arise e.g. attendance.

THE ROLE PLAYED BY PARENTS OF CHILDREN WITH SEND.

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, seeks to provide user- friendly information and strives to ensure that their views are always sought, usually through informal contact between parents and practitioners/class teachers. We pride ourselves on our openness with, and accessibility to parents, and we support and empower parents to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.