



Stonehouse Park
Infant School

Stonehouse Park Infant School

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

Policy for Special Educational Needs & Disability

Updated Autumn 2015 in line with new SEND legislation.

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 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.

Stonehouse Park Infant and Park Junior School's believe that:

- All children should be valued regardless of their abilities and behaviours.
- All teachers are teachers of children with special educational needs
- All children are entitled to a broad and balanced curriculum which is matched to meet each individuals needs.
- All children can learn and make progress
- Effective assessment and provision for children with special educational needs will be secured in partnership with parents, children, the L.A and other partners.

1 General Statement

At Stonehouse Park Infant School, we believe that learning should be a rewarding and enjoyable experience for everyone. Children's learning is a produce of psychology, attitude, environment, teaching and the curriculum. Different children learn in different ways, and different subjects pose different learning problems. By using appropriate teaching and learning experiences, children are equipped with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. The organisation of teaching and learning is such that every child has their full entitlement to a broad and balanced curriculum and that this is delivered to challenge each pupil to achieve their potential. We aim to meet the needs of each child regardless of race, gender, socio-economic status or ability. We work to ensure that every child has equal access to all aspects of school life and is valued fully as an individual. Staff and pupils are aware of the child's right to special care and support (UN RoC, article 23), and the right to education (UN RoC, articles 28 and 29). Our provision is in line with the Children & Families Act (2014) and the SEN Code of Practice (2014).

2 Subject definition

Children have special educational needs if they have a learning difficulty, which calls for a special educational provision to be made for them.

- Have a significantly greater difficulty in learning than the majority of children at the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- For children or young people (0-25 years) educational, social or health provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.
- A child is disabled if he is blind, deaf, and dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as it may be prescribed.
- A person has a disability for the purpose of this Act if he has a physical or mental impairment, which has substantial and long-term adverse affect on his ability to carry out normal day-to-day activities.

A child may fall within in one or more of the definitions. This code helps early education settings, schools and LA's meet their responsibilities for children with SEND (Special Educational Needs Code of Practice July 2014).

3 Legal requirement

- The needs of all pupils who may have special educational needs either throughout, or at any time during their school careers, must be addressed.
- The special educational needs of children will normally be met in mainstream schools or settings.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.
- All pupils in maintained schools should follow the National Curriculum to the maximum extent possible, but its provisions may be disapplied or modified in relation to pupils with statements of SEND/EHC plans except for RE.
- Schools should have assessment arrangements in place for identifying pupils with SEND which reflect the guidance contained in the Code of Practice.
- All schools are required to contribute to the annual review of pupils who have a statement of SEND/EHC plan
- Provision for pupils with special educational needs is a matter for the school as a whole.
- All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.
- A school may not refuse to admit a child because they feel unable to cater for their special educational needs.
- A parent's wish to have their child with a statement/EHC plan educated in the mainstream should only be refused, in the small minority of cases, where the child's inclusion would be incompatible with the efficient education of other children.
- Pupils with special educational needs, but without statements/EHC plans, must be treated as fairly as all other applicants for admission.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- If a child has a statement of special educational needs maintained by the LA, then the LA is responsible for arranging the special educational provision. Children with EHC plans will have their provision overseen by a lead professional from the areas of education, health or social care.
- The school is required to set out the way it supports children with SEND in its school offer which can be found on the school website.

4 Aims and Objectives

It is the aim of the governors and staff at Stonehouse Park Infant School that all pupils should leave the school having reached their full potential, approaching KS2 with confidence, properly equipped for the next stage of their education.

In achieving this, the key factors are praise and encouragement and an acceptance of and sensitivity to individual needs. We aim to do our best to secure the necessary provision for any pupil whose special needs have been identified and to ensure that they, as far as is possible, have access to and take part in the same education experiences as those pupils who do not have special educational needs.

We will endeavour to achieve these aims by:

- Treating all pupils as individuals
- Ensuring that all pupils, irrespective of whether they have physical, sensory, emotional, behavioural or specific learning needs, reach their potential in all aspects of the curriculum
- Recognising that special provision needs to be made for:
 - children with physical difficulties
 - under achievers and low attainers
 - more able children
 - children whose behaviour makes it difficult for them and others to learn

- Promoting a culture and ethos which reflects tolerance, understanding and acceptance that all children are different
- Maximising the potential of each child in all situations
- Recognising that a child may require special educational needs through an efficient system of early identification, programming, planning and monitoring
- Catering for the pupils' individual needs, through regular assessment and differentiation
- Providing the widest possible range of educational experiences and opportunities for all pupils
- Demonstrating that all children are valued equally, regardless of abilities and needs
- Supporting all children in their entitlement to a broad, balanced and relevant curriculum
- Involving pupil and parent participation in formulating desirable learning outcomes
- Viewing the parent as a key partner in planning and reviewing all provision.
- Actively encouraging parental involvement by taking into account the views of parents in respect of their child's particular needs
- Promoting a continuity of approach throughout the school
- Reviewing regularly interventions for each child to assess their impact, the child's progress and the views of the child, their teachers and their parents
- Producing well-defined and realistic MY PLAN target outcomes
- Maintaining a child's record of progression for ease of transference from KS1 to KS2 and when moving to another educational establishment

This will be augmented by close liaison with the medical, educational psychology service and advisory teacher service and where necessary, social care . All staff will be made aware of the special needs of the pupils they will teach, and both pupil and staff will receive as much support as is possible.

The school will make proper and full use of both staff and resources in making provision and to support the learning for children with SEND.

Modification of and disapplication from the National Curriculum will only be undertaken in exceptional circumstances and only if this is in the best interests of the child.

5 The Role of the SENDCo

The SEND Co-ordinator at Stonehouse Park Infant School is the Headteacher. She has the responsibility for the implementation of the SEND policy and reports to the Governors' Learning & Achievement Committee.

The SENDCo's main role is to:

- Co-ordinate provision for children with special educational needs
- Ensure liaison with parents and other external agencies and professionals in respect of children with special educational needs
- Liaise with and advise teaching colleagues and support staff regarding the individual needs of children on the Code of Practice
- Ensure that appropriate individual My Plans are in place
- Ensure that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Ensure that appropriate records are kept, including a record of children at SEND Support My Plan and SEN Support My Plan + and those with statements/EHCs.
- Ensure that transition to the new Code of Practice allows for support for pupils and parents to continue without interruption.
- Collaborate with colleagues in planning future support and in monitoring and reviewing action taken
- Contribute to the in-service training of staff regarding SEND materials and updates, in particular the introduction and implementation of the 2014 Code of Practice.
- Organise, co-ordinate and attend annual reviews for children with a statement of Special Needs/EHC plans

6 Identification & Monitoring

Every teacher is responsible for the needs and learning of every child in their class. The key to meeting the needs of all children lies first in the teacher's knowledge of each child's interests, needs, skills and abilities and then in the teacher's ability to meet those needs by planning an appropriate curriculum for every child. The new SEND legislation emphasises the need for early and accurate identification of needs so that appropriate support can be put in place to meet agreed learning outcomes. Full details of how we achieve this at The Park can be found in our Local Offer.

We work in very close partnership with Stonehouse Park Children's Centre and other local early years settings. Our Headteacher or YR teachers attend SEND reviews in pre-school settings so we establish a good relationship with parents and a good understanding of their child's needs prior to them starting school. This means we can plan an individual induction programme to ensure a happy start to school.

Documentation or information from the health, education and social care professionals or from special schools regarding individual children, is also reviewed.

Our first priority is to settle children into school. Teachers and TAS visit every child at home and talk to parents about their child. Staff spend the first few weeks really getting to know the children in their class, talking to them and observing them. At the end of their 4th week in school the teachers make a baseline assessment of the child's development in every area of learning.

Teachers meet with parents to share these assessments and discuss any concerns about any aspect of a child's development. For a detailed overview of our SEND provision and processes please refer to our Local Offer.

Throughout their time at school staff make on-going assessments of every child's learning to track their progress. Parents are closely involved in this process.

The result of the assessment procedures provides not only evidence on how a child is progressing, but is designed to assist early identification of pupils with SEND. Where progress is not deemed adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. For further detail please see below and refer to our Local Offer.

7 The Single Graduated Pathway of Support

To give specific help to children who have special needs, Stonehouse Park Infant School follows the single graduated pathway approach to provision according to the Gloucestershire local authority model. The graduations on the new code correspond approximately to the stages from the previous Code of Practice.

A SEN Support – My Plan (previously School Action)

Triggers for SEN Support My Plan could be:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed at this 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 not progress despite the provision of a differentiated curriculum

When the class teacher, parent or a professional from an outside agency, expresses a concern that a child is showing signs of having special educational needs, the teacher, along with support from the Head Teacher/SENDCo collects any information about the child already available to the school.

The information collected, details of any extra help, outside professional input, or previous observations on the child, made as part of the school's existing assessment and monitoring system, are then incorporated into the child's individual profile. From this, strategies to enable the child to progress to the best of their ability are then drawn up by the class teacher and recorded within a My Plan document.

Parents will be informed that their child is to be added to the SEND register and information will be provided for parents about what this will mean for their child. The parents and teacher will meet together and have a structured conversation. Teachers and parents will agree the child's next steps and the support required at home and at school to achieve these. The child will also contribute to their plan.

The My Plan contains information about:

- The child's interests, their strengths and their difficulties at home and at school.
- The short-term targets set for the child
- The success criteria for each target
- Provision made to meet the SEND of the child in school
- Ways in which parents can support the child at home
- Outcomes (to be recorded when the My Plan is reviewed)
- The review date

Progress towards achieving the targets are carefully monitored. The My Plan only records that which is additional or different from the differentiated curriculum plan which is in place as part of the provision for all children. Once an initial My Plan has been drawn up, the child's name is added to the School SEND register and the contents of the My Plan are discussed with the child's parent/s.

My Plans are reviewed termly and involve informal discussions with the parent, class teacher TA (if applicable), SENDCo/Head Teacher (if necessary), and the child. The expression of concern, the gathering of information, the registration and consideration of the child's special educational needs may all help to resolve initial problems. It may be that no further action is needed at this stage, other than School Concern monitoring or additional My Plans. If a child improves substantially over a period of time, the class teacher, following discussions with the SENDCo /Headteacher, will inform the child's parents and the child will be removed from the School's SEND register.

If it is clear to the child's teacher, or additional concerns are expressed by the parent that, despite extra support, the action taken at this initiation stage has not resulted in the child making satisfactory progress, the teacher, SENDCo/Head Teacher may decide to move the child onto the next stage, SEN Support My Plan +.

B SEN Support – My Plan+ (Formerly School Action+)

Triggers for SEN Support My Plan + could be that despite receiving intensive intervention and support under SEN Support My Plan, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfered with the child's own learning (or that of the class group)
- Has sensory or physical needs (which require specialist equipment or regular visits by a specialist service)

- Has on going communication or interaction difficulties

At SEN Support My Plan+, following consultation between the class teacher, parents, Head Teacher/SENDCo, help from an external service, such as the Educational Psychology Service, will be requested.

Visits will be arranged for the visiting professional to oversee the records and strategies that are already in place, observe and carry out specialist assessments with the child in school and following discussions with the class teacher, advise on new and appropriate targets for the child's new My Plan+. Although developed with the help of the EP, the strategies specified in the My Plan should be implemented within the classroom setting, be compatible with current schemes of work, and continue to be the responsibility of the class teacher. Reviews will again take place every term to discuss the child's progress and future action. Parents will be invited and encouraged to attend My Plan + reviews, alongside the class teacher.

C EHC Plan – Education, Health & Social Care (Approximately equivalent to a statement)

In some cases, the class teacher, parents, SENDCo/ Head Teacher, will conclude that despite all the action taken to meet the learning difficulties of a child, the child still requires additional resources. The school will then make a request for an application for an EHC assessment of a child's educational, health and social needs.

When making a request the school will state clearly the reasons for the request and submit the following evidence.

- The views of the parents
- The view of the child
- The views of other professionals working with the child.
- Evidence of intervention over time
- Copies of advice from external support (EP, health, social services)
- Evidence of the extent to which the school has followed the advice provided by external services

An EHC plan application will only proceed if the authority believes that the child's needs are sufficiently severe to merit additional levels of support. This decision will be made by the local authority casework panel who consider the evidence submitted before determining the level of support the child is entitled to. Information gathered may indicate ways in which the child's needs can be met by the school without any additional special educational provision being made by the local authority. Whilst any EHC plan application is being made, the child will continue to be supported through My Plan+.

7 Children with Existing Statements of SEND

While statements will cease to be issued with the introduction of the new Code of Practice, existing statements will be reviewed and maintained until the statement transfers to the new EHC Plan system. This will be according to the local authority schedule.

Alongside the statement objectives, the school will continue to set, monitor and review termly My plan short-term targets, as stipulated at My Plan and My Plan+.

The annual review will then consider the child's progress towards the statement/EHC plan objectives and in relation to the shorter term targets set out by the school in the child's individual MY PLAN. Following the annual review meeting, the SENDCo/Head Teacher, will prepare a report summarising the outcome of the review and stating the recommendations about any educational targets for the coming year. Copies of this report will then be set to all concerned in the review.

Statements should be maintained only when necessary, but the decision to cease to maintain a statement can only be made after careful consideration by the LEA of all circumstances and after close consultation with the parents.