

Killamarsh Infant and Nursery School

Special Educational Needs Policy

Section 1

This policy was written in consultation with stakeholders including children, parents, staff and governors. The day to day implementation of this policy is led by our Special Educational Needs Coordinator Toyah Weretelnikow, who is an accredited SENCO. However it is the responsibility of the Headteacher, Julia Daine to ensure that it is implemented. The governor with responsibility for Special Educational Needs is Lillian Robinson.

This policy should be read in conjunction with all our policies which relate to inclusion, including the the Accessibility plan, Behaviour Management, Equal Opportunities, Anti-Bullying and Child Protection and Safeguarding.

It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

At Killamarsh Infant and Nursery School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for Learning. All teachers in our school are teachers of all children, including those with SEN. As inclusion is at the heart of our school ethos the needs of children with Special Educational Needs are reflected in our School Improvement Plan.

Section 2

Aims and Objectives of this Policy

At Killamarsh Infant and Nursery School we work hard to ensure every child achieves their full potential, and encourage all children to have high aspirations. When working with children with SEN we are focussed on supporting children to achieve their very best possible outcomes.

We will achieve this through the following objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils.

Section 3: Identifying Special Educational Needs

We use a variety of methods to identify SEN. In the 2014 SEN Code of Practice it breaks down SEN into four broad categories of need. These are: Communication and Interaction;

Cognition and Learning; Social, Mental and Emotional Health and Sensory and/or Physical. We use these categories to help inform us of the best ways of supporting a child. We use a variety of techniques to help us to identify a child's Special Educational Needs, always thinking about the whole child. We are aware that there are many other variables that can impact on a child's performance but do not constitute Special Educational Needs. These can include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: A Graduated Approach to SEN Support

All children at Killamarsh Infant and Nursery School are assessed on a half-termly basis and this information is scrutinised by the Headteacher and SENCO to ensure that children are making appropriate progress. In addition to this learning in classrooms is frequently observed to ensure that children are engaging in lessons appropriately and that teaching meets their needs. In lessons, teachers differentiate work for pupils of differing abilities and ensure that teaching is of a high quality. Through Pupil Progress meetings, which are held termly, teachers are held to account about the progress of all children, including those children who have Special Educational Needs.

If children appear not to be making satisfactory progress or they are having difficulties accessing the curriculum, support and adjustments will be put in place for a child. If after receiving this additional support a child does not make adequate progress we may then identify a child as having Special Educational Needs. When making this decision we look at a range of evidence including assessments, observations and through conversations with parents.

If we place a child on the Special Needs Register we will usually set up an Individual Education Plan (IEP) for a child, outlining their targets and how we will work with the child to achieve these targets. An IEP will be reviewed at least three times per year and new targets set after being reviewed. Parents and the child will be encouraged to share their ideas about targets and progress towards these.

When a child has a higher level of need we will draw on the expertise of other professionals for their advice on how best to meet a child's needs. The professionals we work closely with include: Speech and Language Therapists, Educational Psychologists, Paediatricians, Occupational Therapists and Physiotherapists, as well as other support services.

Managing Pupils Needs on the SEN Register

Most pupils on the SEN register will have an IEP. IEPs are reviewed in December, March and July and new targets are set. Targets must be SMART and agreed with the child, their parents and Teaching Assistant. It is the class teacher's responsibility to ensure that IEPs are completed.

Over time support and interventions will be analysed to ensure that is having an impact on a child's progress. For children for whom progress is not adequate when an IEP is in place, an intervention tracker may be introduced to analyse which types of support have been most successful. If over time a child doesn't make adequate progress we may request the support of other professionals to ask their advice of how best to meet a child's

needs. If we do feel that it would be beneficial to involve other professionals we would always discuss this with parents first and get them to help us to complete a referral form. We do have to pay for some services and we make decisions about the benefit of using these and then fund these out of our school budget. The SENCO manages the involvement of other services.

Criteria for exiting the SEN register

For many children Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. At Pupil Progress meetings which are held three times per year we discuss the progress of children with SEN and whether their needs still remain. If over time we feel that the child's needs are being met through the usual classroom differentiation we will discuss with parents removing them from the Special Needs Register.

Supporting Pupils and Families

At Killamarsh Infant and Nursery School we are committed to working closely with families to ensure that we best meet the needs of children. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with Derbyshire County Council's admission policy. For a copy of the school's admissions policy please see the website or ask at the school office.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org. We also encourage parents to make use of Derbyshire's Parent Partnership service who provide free and impartial advice. Their website can be accessed at <http://www.derbyshireparentpartnership.co.uk/contact.php> and their contact telephone number is 01629 533660.

The school produces a SEN Information Report which can be accessed through the website and copies can be requested from the school office.

If a child needs additional support with external tests such as SATs we apply for special dispensations as a school. This is usually arranged by the headteacher.

At transition points, including starting school and transferring to the Junior school we spend time with parents and children discussing the best way to make this transition as smooth as possible. This will often include us carrying out extra visits or arranging additional meetings.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

Provision for children with SEN is regularly monitored through classroom observations and learning walks, and also analysis of results and progress at Pupil Progress meetings. The SEN governor is involved in this process. Parents views and children's views are sought regularly. Findings are also used to inform the school development plan to ensure that there is a continual improvement in provision for all pupils.

Training and Resources

At Killamarsh Infant and Nursery School we are highly committed to ensure the best possible outcomes for all children. Out of our school budget we fund the employment of a large number of Teaching Assistants to support children with Special Educational Needs. In addition to this we support children with Statements or Education Health Care Plans to have additional hours of Teaching Assistant support to ensure that their needs are fully met. Staff are encouraged to identify their own training needs as well as suggestions for suitable courses being identified by the Senior Leadership Team.

Roles and Responsibilities

Our SEN governor is Lillian Robinson and she meets regularly with the SENCO to keep abreast of current developments. To gain an understanding of how Special Needs provision is delivered she is involved in looks at data to ensure that children with SEN are making sufficient progress.

Special Needs Teaching Assistants are deployed by classroom teachers with support from the SENCO. Their roles are around supporting individual children, however the delivery varies from child to child to ensure that individual needs are met.

The headteacher is the designated teacher with safeguarding responsibility.

The Deputy Headteacher is responsible for managing the Pupil Premium funding and any Looked After Children grants.

Reviewing the policy

This policy is due to be reviewed in three years from the implementation date.

Signed _____ Date _____

Review date _____

