

# Lymington CE (Aided) Infant School

## Policy for Children with Special Educational Needs

*Achieve: Respect: Thrive*



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Signed (Chair):	Date
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## **Lymington CE (Aided) Infant School Special Educational Needs Policy**

### Our School Philosophy

At Lymington Infant School we aim to provide a happy, stable environment which will foster a positive attitude to lifelong learning where children can develop their skills and talents. We have high expectations for achievement and aim to provide an education which enables each child to achieve their full potential.

All teachers aim to include every child in classroom life and allow every child to access the curriculum, at their level, by providing appropriate support and planning appropriate activities to meet their individual needs. Children with Special Needs have equal access to all extra curricular activities, with special arrangements being made if necessary.

“The school is committed to safeguarding and providing the welfare of children, and expects all staff to share this commitment.”

### Partnership with Parents.

The school believes that a good relationship with the parents/guardians of all pupils is vital for successful education. Home-school communication is encouraged through the reading diary and through our ‘open door’ ethos. Formal parents evenings are also scheduled three times per year and children’s personal targets are reviewed with parents.

Parents are consulted and informed about their child’s progress at school. Parents are invited to Annual Review meetings and their views are sought. Children’s views are also encouraged and carefully considered.

All concerns and complaints from parents are treated seriously. The Senior Management Team, SENCo and/or the class teacher will discuss concerns and complaints with parents and reasonable procedures will be implemented to resolve any difficulties. Governors may also become involved.

The Parent Partnership service can provide advice and support for parents of children with Special Needs.

### Our Aims and Objectives:

The whole school community has a responsibility to provide a friendly and supportive atmosphere for all children, including those with Special Educational Needs. The ethos of the school strongly supports the principles of ‘inclusive education’ whereby children with Special Educational Needs are given access to an appropriate education that affords them the opportunity to achieve their personal potential.

At Lymington Infant school we aim to

- Promote equal opportunities.
- Identify children with special needs as early as possible through liaison with our feeder pre-schools prior to induction into Reception.
- Monitor and provide appropriate support for other pupils that class teachers/the assessment co-ordinator raise concern about during the year, placing them on the Special Needs register if Wave 3 provision is needed.
- Prepare, use and review IEPs, setting targets that are appropriate to the child's needs and achievable within the short term.
- Involve parents in setting and reviewing their child's IEP targets.
- Keep parents informed of any developments in their child's needs/provision through their child's IEP and informal/formal parent-teacher consultations.
- Provide effective support and provision for all pupils identified on the Special Needs register to enable each child to make good progress and achieve his/her educational potential.
- Monitor and review the support/provision given to individual pupils with Special Needs to assess the impact, the child's progress and make adaptations where needed.
- Seek support from external agencies when necessary.
- Provide training, support and advice to all staff working with children with special educational needs, including the class teachers, learning support assistants and the Special Needs Co-ordinator.
- Adhere to the Disability Discrimination Act and the Equality Act 2010.
- Work within the guidance provided in the SEND Code of Practice 2014.

#### Definition of Special Needs.

We define a child with Special Needs to be a child who has a greater degree of difficulty than other children of the same age in a particular area. This difficulty would mean that the child would need provision *significantly different from or additional to* that provided for the majority of the class.

At Lymington Infant School all children with Special Needs are identified on the school's Special Needs Register which is updated termly. Each child on the Special Needs Register has an Individual Learning Plan (IEP) which has achievable targets for the child to work towards. These targets are shared and discussed with each child and their parents/carers.

Special needs are wide ranging, but may be categorised into one of the following 4 broad areas of need (6.28):

- 1) Communication and Interaction (CI), including speech and language difficulties, and children with Autistic Spectrum Disorder
- 2) Cognition and Learning (CL)
- 3) Social, Emotional and Mental Health difficulties (SEMH)
- 4) Sensory and/or Physical (SP), including visual, hearing or multi-sensory impairment

#### Identifying Special Educational Needs (ref: 6.14 – 6.27 SEN CoP 2014)

The school aims to identify children who may need additional help at the earliest possible instance so that we can support their needs before they escalate or cause distress. Class teacher's will assess and record each child's progress and skills in key curriculum areas on an on-going basis throughout the school.

We know pupils need additional help when:

- concerns are raised by parents/carers, teachers or the child
- liaison with a previous pre-school/school raises a concern
- less than expected progress is made in relation to a child's age and individual circumstances.
- there is a change in the pupil's behaviour or progress

Additional information is also used to identify if a child needs specific support. This includes using information from teachers' records, talking to the child, talking to parents/carers, as well as discussion with the Special Educational Needs Coordinator (SENCo). Information from other professionals involved (e.g. speech therapists) and information about other areas of development, e.g. emotional needs, dexterity, social skills, also helps us to identify children who may need extra help in these areas. We also use a range of diagnostic and standardised tests to identify areas of need or indicate a child is performing significantly below age related expectations.

These include:

- Particularly low scores using Dyslexia Early Screening Test (DEST) at the end of the Reception Year
- Word Recognition and Phonics Test (WRAPs) test to assess a child's reading age against their actual age
- Spelling test (Vernon) to assess a child's spelling age against actual age
- Reading diagnostic assessment (Alpha Assess) and Salford Standardised Reading Test
- Maths Screening Program (Sandwell test)
- Completion of a Boxall Profile for children with behavioural or emotional difficulties
- Health diagnosis through a paediatrician
- Liaison with external agencies e.g. speech and language therapists and health care professionals

When assessing the need for SEN provision, the school will consider the impact of non-special *educational* needs which may impact on progress and attainment. These include disability, attendance, speaking English as an additional language and pupils in receipt of grants such as Pupil Premium, Services or as a Looked After Child.

### A Graduated Approach to SEN Support Identification and assessment of children with Special Needs.

Some children may have already been identified as having special needs before entering school. Information is passed directly to the school from the child's previous setting and the child would be placed on the school's SEN register.

The Reception teachers monitor the development of all children using the Early Years Foundation Stage Profile, and use this to identify any potential difficulties/needs for children entering KS1. By the end of the Reception year identified children are screened using DEST. This program of activities screens for dyslexic tendencies and some other learning difficulties. Children highlighted as having dyslexic tendencies will begin the SIDNEY programme in Year 1. Language Link is also used to determine particular receptive language difficulties.

In the Reception classes, teachers also identify children who have gross and fine motor difficulties as potential candidates for the Jump Ahead programme and these children are assessed on Jump Ahead activities.

In Key Stage 1, teachers track progress against National Curriculum levels. Year 1 teachers use the WRAPs (word recognition) reading test to track the progress of individuals and identify any potential difficulties/needs in using and applying phonic skills.

The children also complete the Salford Reading and Vernon Spelling tests in Year 2. Special arrangements can be made to allow children with Special Needs to access more formal assessments. The class teacher and SENCo organise these arrangements.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including additional provision, where pupils access support from teaching assistants. Class teachers are also responsible for entering assessment data into the school's data system. The school's assessment manager and SENCO will monitor this information and class teachers share progress concerns with the Senior Management team and/or the SENCo. All Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or Early Intervention programmes. If Early Intervention support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing 'SEN Support'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The provision that we offer is categorised into 3 stages.

- High quality teaching provision for all pupils, differentiated for individual pupils.
- Early intervention support or provision which allows children who are slightly behind their peers to 'catch up'.
- Special Needs provision. Specialised programmes or support, in school or outside school, which works to meet the objectives on the child's IEP. This support is often 1-1 and may involve external agencies.

#### Co-ordinating the provision for pupils with Special Needs.

If a child's identified needs can be met with short-term additional provision, the class teacher/LSA will implement this in class or the child may be withdrawn regularly for small group work to enable them to catch up. Parents will be informed at this stage either at an informal/formal parents evening or by letter.

If the child needs a longer-term of additional provision to meet their needs, the class teacher or Headteacher will inform the Special Needs Co-ordinator and the child's details will be added to the Special Needs register. The class teacher will then write an IEP and share this with the child's parent. The class teacher, parent, SENCo and Headteacher all keep a copy of each child's IEP and use the targets on this to allocate provision. Outside agencies will be contacted if necessary, with parental consent.

## Managing Pupils Needs on the SEN Register

All pupils on the SEN register receive SEN support or have a specific Education and Health Care Plan where their needs have been assessed and recognised as more severe or complex and long-term needs. The progress and provision for children on the SEN Register is reviewed at least termly. Pupils may be added to or taken off the SEN Register at any stage throughout the school year, following assessments to establish progress and suitable provision. The school SENCo monitors IEPs termly to ensure that provision and targets are suitable, and that progress is being made. The Special Needs Register is then updated accordingly.

The SENCo also tracks the attainment of children on the Special Needs register and highlights any children who do not seem to be making progress, despite their current provision. If progress cannot be identified, at this stage the SENCo may carry out a classroom observation or converse with the class teacher/child to ascertain if any progress has been made. If progress is not being made the class teacher and SENCo may adapt the provision accordingly.

Pupils needing SEN Support will have an Individualised Education Plan (IEP), which targets the particular area where they require 'additional to or different from' support. Those pupils identified with additional special needs will receive support in one or more of the following ways:-

1. Teaching Assistant (TA) support
2. Differentiated work, modified timetable and environment
3. A specific intervention program (e.g. SIDNEY, Phono-Graphix, Catch up Literacy, 1<sup>st</sup> Class at Number)
4. Ideas for home support activities

**There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.**

The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <http://www.hantslocaloffer.info> and in our own SEN Information Report, available on our website <http://www.lymington-inf@hants.co.uk>

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. Parents and pupils are partners in this process. The SENCO and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHCP).

## CRITERIA FOR EXITING SEN SUPPORT

When a child consistently meets the outcomes set on their IEP and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher. Our SEN Information Report and SEN Provision fully detail all the interventions we use at every stage.

## SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at <http://www.hantslocaloffer.info>. The school's SEN Information Report can be found at <http://www.lymington-inf.hants.sch.uk>. These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found on the home page of our website, under Statutory Information.

To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal IPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

## 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.
- The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk).

## MONITORING AND EVALUATION OF SEND

The school has a full range of monitoring activities to ensure that each child continues to make age appropriate progress. These include pupil progress meetings between the Headteacher, Deputy Headteacher and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher regularly reports on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

## TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget (*CoP 2014*).

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The Inclusions Leader, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the

context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. *CoP 2014*

The SENCO and Senior Leadership Team meets regularly with staff to review provision and training needs. Staff are trained in:

Nurture Group provision

Learning Intervention programmes, e.g. SIDNEY, Phonographix, First Class for Maths, Catch-up Literacy.

ELSA (Emotional Literacy)

Makaton (sign language)

Speech and Language Therapy

Dyslexia screening

Language disorder screening

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENCO attends the Local Authority's SENCO network meetings and Annual Conference in order to keep up to date with local and national updates.

## ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at Lymington Infant School. This includes the following roles:-

- SEN Governor with a responsibility to liaise with the SENCO and monitor participation and progress of pupil's with SEND.
- SEND Teaching Assistants – all our Teaching Assistants are trained in implementing a range of intervention programmes. This aspect of their work is overseen by Penny Webb, the SENCO.
- Designated Teacher with Specific Safeguarding Responsibility is Penny Webb. However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher for Looked After Children and Pupil Premium is Penny Webb.
- Member of staff responsible for meeting medical needs of pupils is Penny Webb.

## STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

## REVIEWING THE POLICY

This policy is review annually by the full Governing Body.

## ACCESSIBILITY (Single Equality)

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies can be found on our website.

The school is open plan and on one level, for children to access. As such, the school is fully accessible for wheel chairs. There are disabled changing and toilet facilities and a disabled parking bay.

We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in the ensuring that their children are fully included.

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a range of school clubs, for example dance, cookery, football, music and multi-skills. All staff, including external providers, are briefed about the individual needs of each child so they can take part. Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and Inclusions Leader.

The Governing Body is committed to having a high level of support from LSAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is also open plan in design meaning that it is easily accessible for all pupils. The school also has a Nurture Room where, at key times in the day, children are welcome to receive extra support.

The school has an open door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

### DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, Inclusions Manager or Headteacher, as soon as possible. Written information about a formal complaints procedure is available from the school.

Hampshire Local Authority (LA) provides a **Parent Partnership Service**, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

### BULLYING

The school is highly inclusive and is recognised as such by OFSTED and our local LA. The school has no tolerance for bullying of any sort. The Anti-Bullying Policy can be found on our website at <http://www.lymington-inf.hants.sch.uk>. Pupil surveys report that children feel safe at school and know who to go to if they ever need help.

### USEFUL LINKS

SEN Information report - <http://www.lymington-inf.hants.sch.uk>. (home page)  
Hampshire County Council's Local Offer [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

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