

Oldfield Park Infant School

Special Educational Needs and Disability (SEND) Policy

Introduction

At Oldfield Park Infant School we are committed to offering an inclusive curriculum and ensuring the best possible outcome for each of our pupils whatever their needs and abilities.

The specific objectives of our SEND Policy are as follows:-

- To ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school.
- To identify children who require SEN support following a process of careful monitoring and assessment. Firstly we are committed to ensuring that children receive '**Quality Teaching First**' in the classroom and that effective classroom strategies are adopted.
- To discuss with parents their children's strengths and difficulties alongside assessments and to make a plan to achieve the desired outcomes.
- To discuss with children their progress and targets as appropriate.
- To follow a **graduated approach** to interventions, following a four part cycle of **assess - plan - do - review**.
- To choose the most effective interventions and closely monitor them.
- To liaise with outside agencies following consultation with parents, to seek further advice and support.

The schools Special Educational Needs Coordinator (SENDCO) is Mrs Julie Evans who works in co-operation with Mrs Claire McMurtry (Head teacher) to carry out the SENDCO role.

There is an SEND link Governor, Ali Paul, who takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Identifying SEND

In accordance with the **SEND Code of Practice 2015**, our school aims to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

"A pupil is deemed to have SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(SEND Code of Practice 2015 Chpt.6, 6:15 p94)

Class teachers and subject leaders, supported by the Senior Leadership Team (SLT), will regularly assess and monitor the progress of all pupils. The first response to identifying where progress is less than expected will be to ensure that there is 'Quality Teaching First' in the classroom and that it is targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO will assess whether the child has special educational needs.

Progress in areas other than attainment will be assessed to identify areas where pupils may be in need of additional support.

Broad areas of need

The New SEND Code of Practice recognises the following areas of need: -

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

SEND provision

"Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents."
(SEND Code of Practice 2015 Chapt.6, 6:40 p99)

The classroom teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils have support from teaching assistants or specialist staff. They must provide high quality teaching, which is differentiated for individual pupils.

If evidence is gathered to suggest that a pupil may be in need of additional support this will be discussed with the SENDCO. The parents will also be involved in discussing their child's strengths and difficulties and the outcomes that could be achieved from setting up an SEND intervention that may be provided within the school or require the involvement of an outside agency.

An Individual Pupil Plan (IPP), a Personal Inclusion Plan (PIP) or a Provision Map (PM) will be drawn up. All will set out the expected outcomes and the strategies that will help to acquire that outcome. A date will be set for review. The decision to give a child SEND support will be recorded in the schools records and the pupil's parents will be informed,

SEND Support and Specialists

The SEND support will take the form of a four-part cycle Assess - Plan - Do - Review. This is known as the **graduated approach**.

Our aim is always to seek the most effective strategy to attain progress and achieve the desired outcome.

The strategies decided on may involve a child receiving additional group work or 1:1 support.

In our school the SENDCO is a trained Reading Recovery teacher, and children who are having difficulty with reading and writing may be helped by this one to one approach. A similar approach may be taken by working with a trained 'Reading Partner'.

We follow programmes such as:-

- Talk Boost (a speech and language programme)
- Sunshine Circles (to support social and behavioural difficulties)
- Thrive (to provide social, emotional and mental health support)
- Smart Moves (a physical co-ordination programme)

We have also found that some children need additional support in phonics or the 'precision teaching' approach to help them write keywords.

We have regular support from a Speech and Language Therapist who works with and provides strategies for children with communication and interaction difficulties. In school she is supported by a teaching assistant who has undertaken the ELKAN training course, accredited by Ascentis.

When a child has a visual or hearing impairment we seek the advice of the relevant Service which provides fully trained teachers to give guidance and support both to the school and the family.

If a child is experiencing particular difficulty in cognition and learning we call in an Educational Psychologist to assess the child and identify more specific areas of need.

The Educational Psychologist is also able to give guidance on social, emotional and mental health issues. Other agencies that provide support are 'Brighter Futures' and the Child Adolescent and Mental Health Service (CAMHS).

Other services that we work with include Occupational therapists, School Nurses, Paediatricians, Social Workers and Parent Support Advisors.

Requesting an Education, Health and Care Needs Assessment

If a child does not make the expected progress or their needs are complex the school or the parents should consider making an Education, Health and Care Needs Assessment. This will involve sending evidence to the Local Authority of all the actions that have been taken along with reports from the school, from parents and from all outside agencies that have been involved.

The Role of the SENDCO

As set out in the SEND Code of Practice 2015 the key responsibilities of the SENDCO may include:-

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher when a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned
- Working with the Head-teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date

Complaints procedure

We try very hard meet the needs of all the children in our care to help them achieve their desired outcomes and to work in close co-operation with parents and other relevant agencies. If you have any concerns regarding your child's special needs please speak to their class teacher first. If you continue to feel concerned please raise the matter with the Head-teacher or the SENDCO.

The SEND Partnership Service is available to give advice and to put parents in contact with other support groups.

January 2018

To be reviewed July 2019