

## BORDON INFANT SCHOOL

### POLICY FOR Special Educational Needs

This policy is for all teachers at Bordon Infant School and for others wishing to review guidelines for teaching and learning in SEN at Bordon Infant School.

#### 1. PURPOSE

Bordon Infant School values the contribution that every child can make and welcomes the diversity of different needs. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning. All children with SEN are valued, respected and are equal members of the school.

As such, provision for pupils with SEN is a matter for the school as a whole.

**"All teachers are teachers of pupils with Special Educational Needs."**

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

#### 2. DEFINITIONS

SENCo - Special Educational Needs Co-ordinator

LSP – Learning Support Plan

EHCP – Education, Health and Care Plan

IPA – Inclusion Partnership Agreement

LEA - Local Education Authority

SEN – Special Educational Needs

SEND - Special Educational Needs and Disabilities

SEN support – Special Educational Needs support

PBS – Primary Behaviour Service

FSA - Family Support Advisor

SALT - Speech and Language Therapist

EP - Educational Psychologist

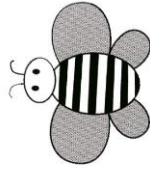
HEMTAS - Hampshire Ethnic Minority Achievement Services

LA - Local Authority

#### 3. AIMS

We aim to: -

- Identify children who, despite receiving differentiated learning opportunities are making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.



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- Provide appropriate provision for children with a Special Educational Need so they can access the full curriculum.
- Ensure effective communication within school, with parents and outside agencies in order to fully meet the individual needs of each child.
- Provide structured, differentiated programmes of work to facilitate every child's access to the school's broad and balanced curriculum.
- Create a fully inclusive school society in which all members see themselves valued for the contribution they make.
- Ensure that all children with SEN make enhanced progress in order to catch up with their peers.
- Ensure that interventions and differentiation in planning are closely matched to the child's needs.
- Review interventions regularly to assess their impact.

### **4. ACHIEVING**

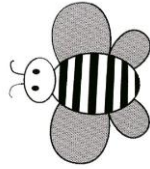
To achieve our aims:

#### **THE ROLE OF THE SENCo**

The SEN Coordinator (SENCo), in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEN provision in the school in order to raise the achievement of children with a SEN. The SENCO takes day-to-day responsibility for the provision made for individual children with a SEN, working closely with staff, parents, carers and other agencies.

The Special Needs Co-coordinator is responsible for:-

- Writing and reviewing the SEN policy
- Overseeing the day to day implementation of the SEN provision and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN list
- Maintaining all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with a SEN
- Setting up and monitoring in-class support and withdrawal programmes (e.g. wave 3 support)
- Liaising with colleagues in writing Learning Support Plans (LSPs)
- Monitoring and reviewing LSPs and EHCP targets
- Organising and tending annual reviews of Education, Health Care Plans
- Liaising with parents, outside agencies and other schools



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- Administering submissions for special arrangements for statutory testing
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting pupils with a SEN
- Being aware of their Performance Management targets related to their work with children with a SEN
- Managing and contributing to professional development of colleagues in areas of SEN support, including NQTs and students
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising the Headteacher and staff on pertinent SEN issues
- Liaising regularly with the Governing Body, through the Curriculum Committee

**Class teachers** are responsible for:-

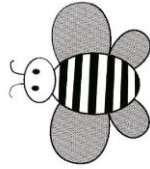
- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all pupils, including more or less able children
- Writing and/or contributing to LSPs and implementing targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

**Learning Support Assistants** will support the teacher and pupil by:-

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve targets on LSPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCo, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Wave 2 or 3 support)
- Carrying out specific booster teaching programmes (e.g. Early Literacy Support)
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate
- Reporting to the SENCo on a half termly basis to review interventions and the progress of children with SEN.

The **Governing Body** will ensure that:

- The SEN policy is implemented fully
- The success of SEN provision is reported annually
- A governor with responsibility for SEN is appointed. This is currently Mrs C Nevitt.



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- To set up appropriate staffing and funding arrangements to oversee the school's work.

**Parents** will be supported and enabled to:-

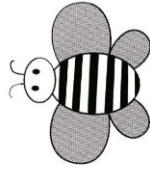
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Have access to information, advice and support during assessments and any related decision making process about Special Educational provision.

Bordon Infant School has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents must be informed when the school first identifies that a child has SEN. The parents should be fully involved in the school based response for their child i.e. understand the purpose of any intervention or programme of action. At Bordon Infant School a high value is placed on parental involvement and their views are respected. Parents are kept well informed of their child's progress and are fully involved in the review process. Parental support at home is encouraged.

### **Monitoring Teaching and Learning**

- The SENCo monitors the teaching and learning of children with SEN by observations and by reviewing planning to make sure the learning needs of those children are being catered for
- The children have LSPs on their tables and at the front of their books which the teachers will refer to with the children and tick off targets when achieved
- The marking of children's work follows the school marking policy. In addition children with LSPs may have specific mention made to progress towards achieving those targets.
- Year teams monitor levels and progress of SEN children during Pupil Progress meetings and report to SENCo
- Children identified from the pupil progress meetings are referred for specific interventions decided in consultation with the SENCo, class teacher and LSA
- A termly co-ordinator report is made reflecting on issues from the term as well as a yearly report based on the SEN action plan and progress made over the year

## **5. PRINCIPLES**



## **BORDON INFANT SCHOOL**

### **Objectives:**

Children with SEN are identified and their needs determined and reviewed in accordance with the SEN Code of Practice. This code sets out a model of action and intervention that is designed to help children towards independent learning. When a child is identified as having a SEN the school will ensure that appropriate SEN provision is in place.

Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum will be made through increased differentiation of work which will be identified on Learning Support Plans.

### **Levels of provision**

#### **Early Intervention**

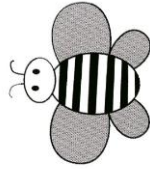
Children who are experiencing difficulties with an aspect of their learning but whose needs are being met within the differentiated curriculum of the class should be brought to the attention of the SENCo and a cause for concern sheet filled in by the class teacher. These children are monitored closely by the class teacher and will work as part of a small group supported by a teacher or teaching assistant as much as possible.

#### **SEN support**

A child will move to SEN support where there is concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress despite teaching approaches targeting a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not overcome through the schools usual behaviour management techniques.
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

The class teacher is responsible for drawing up a Learning Support Plan (LSP) to detail 3 or 4 short-term targets, strategies, provision and a review date set. The LSP will be discussed with the parents and reviewed half termly.



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It should not be expected or is not always appropriate that extra help given will take the form of 1-1 tuition. Strategies at School Action might include:

- Different learning materials/use of ICT
- Special equipment
- Use grouping strategies of different types and sizes within the classroom
- Pre-teaching a pupil about a subsequent lesson
- Inclusion in specific small group Intervention programmes such as ELS/SALLEY Squirrel/specific Speech and Language programmes
- Staff development/training to introduce more effective strategies

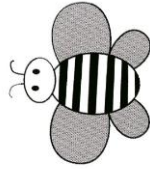
The SENCo will support further assessment of the child and discuss future support and action with the class teacher. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted and kept informed of the action taken to help the child, and the outcomes of this action. If the child continues to make little or no progress in learning or behaviour, the school will seek help from outside agencies.

SEN support may lead to a request for help and advice from outside agencies and external services because concerns still exist regarding a child's progress despite receiving an individualised programme and concentrated support.

The triggers for this further action may be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum substantially below age related expectations.
- Continues to have difficulty in developing literacy/numeracy skills
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

A referral form for involvement by outside agencies will be filled in by the SENCo and shared with parents. This will detail strategies that have already been employed and targets previously set. The outside agency, e.g. Educational Psychologist will assess the child and will advise on new LSP targets and strategies to employ. These will be implemented, at least in part, in the normal classroom setting. A programme of ongoing assessments and reviews will then be set in place.



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The delivery of the interventions recorded in the LSP continues to be the responsibility of the class teacher. The outside agencies will advise if further assessments are needed by themselves or if a referral is needed to another agency.

### **School Request for Statutory Assessment**

For very few pupils the help given through SEN support may not be sufficient to enable a pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment leading to an Education, Health Care Plan. The decision to proceed with a request for multi-professional assessment needs to be agreed by all professionals involved and there must be sound reasons/evidence for doing so. Parents may also request this independently in writing to the LEA. In all cases the school will need to provide written evidence of or information about:

- The school's action through SEN support
- Previous LSPs / appropriate intervention sheets
- The pupil's health, including medical history where relevant.
- Progress over time/Attainment levels for Foundation Stage/NC
- Educational or other assessments from outside agencies
- The views of the parent and the pupil
- Involvement of other professionals
- Any involvement by the Social Services/Education Welfare service

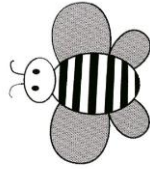
Children who do receive an Education, Health Care Plan (EHCP) will have their needs formalised and objectives set out. The school must provide the recommended support out of their allocated SEN funding within the school budget, with any additional funding being met by the County.

The teacher works closely with the SENCo and LSA to ensure suitable targets are met and appropriate curriculum differentiation is made. Each year an Annual Review must be held with all professionals involved invited to attend. The class teacher must deliver a written report indicating progress towards the child's targets at this time. The SENCo is responsible for collating all the reports and submitting the Annual Review form to the LEA within the time restrictions required.

### **Nurture Group**

The Nurture Group is part of the continuum of support provided within the school for children with Behaviour, Emotional, and Social Difficulties and/or Communication difficulties. The aim of this group is to nurture personal, social and emotional development thereby fostering confidence and independence, through activities such as gardening, cooking, team games and art.

Purpose of the Nurture Group:



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- To provide on-going assessment and support for our children that are showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable small class setting where children can learn by experiencing nurturing care from caring adults who actively work towards enabling their successful reintegration into their mainstream class.
- To help the children learn to behave appropriately, improve their self esteem and develop confidence.
- To work in partnership with class teachers and parents to enable consistency of approach both at home and at school.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- To provide ongoing assessments using the emotional profile and clear weekly objectives.

### Transition

There is close liaison with Bordon Junior School to ensure that all records relating to children with a SEN are transferred effectively. We have a programme of transition support in the summer term prior to children leaving us and this is extended for any of our more vulnerable children with a range of needs. If a child has an EHCP the receiving school will be invited to review meetings in Y2, and transition arrangements put in place. The SENCo and class teachers have close links with the staff at Bordon Junior School to ensure smooth transition and transfer of records. One of our SENCos works in both settings. Similar close links are made with nurseries and pre-schools and parents prior to the admission of children to school.

### APPROVAL

Ratified by: [name/body]:.....

Date:.....

Signed (Chair):.....