



Drifffield Infant School  
Special Educational Needs Policy

Drifffield Church of England Infant School

**Special Educational Needs Policy**

**1 Introduction**

At Drifffield Church of England Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We aim for this policy to further support our aims to nurture and inspire our children and ensure they are happy and confident learners, have a thirst for learning, have enquiring minds and value themselves and others

- 1.2 We all work together to ensure that our school is a happy and exciting place in which to learn. We respect and care for each other and have high expectations of what we can achieve.
- 1.3 We plan opportunities for reflection and encourage children's sense of awe and wonder throughout the curriculum.
- 1.4 We promote a Christian Ethos in our school, where the values of our Christian faith of mutual respect, care and love are embedded in every area of school life. We aim to contribute to the faith of every individual in the school.

**2 Aims and objectives**

- 2.1 The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.
- 2.2 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs. The Special Educational Needs co-ordinator (SENCo), will work alongside the class teacher and teaching assistants to devise an appropriate plan of action. The Headteacher will be informed of the outcome after the meetings. Those needs will be made known to all who are likely to teach them.
- 2.3 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

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2.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2.5 The Code of Practice (2014) now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice has a clear focus on the participation of children and young people and parents in decision-making at individual and strategic levels and this is something that we feel is key to the success of our pupils with SEN.

### **3. Responsible Persons**

3.1 The 'responsible persons' for SEN are the Headteacher, SENCO, Chair of Governors and the named SEN Governor.

### **4 Admissions and Inclusion**

4.1 Drifffield Infant School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with EHCP (Education, Health and Care Plans) and those others with less significant special educational needs

### **5 Access to the Curriculum**

5.1 The Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

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- 5.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the classteacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 Work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 5.5 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 5.6 Class teachers set suitable learning challenges that respond to pupils' diverse learning needs.
- 5.7 All classroom displays and resources are prepared in such a way that will help overcome potential barriers to learning taking place and encourage independence for all children.

## **6 SEN Support**

- 6.1 The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent EBD 'Emotional and Behavioural Difficulties; has sensory or physical problems; or communication or interaction difficulties, despite high quality inclusive teaching targeted at all learners' needs and prior learning, the school will place the pupil on the SEN register under the heading 'SEN Support.' This will be discussed and shared with parents at a meeting and they will receive a copy of the child's targets along with ideas to support their child's learning at home. The targets will be shared alongside the 'Passport to Success' a document which celebrates the strengths and achievements of the child. The child's progress will be reviewed half termly and if sufficient progress is not made the child will remain at 'SEN Support.' A child placed at SEN Support will receive additional support that is different from the differentiated curriculum and will be provided through a 'Passport to Success.'

### **Classroom organisation and management**

- In-class support by teacher/teaching assistant
  - Intervention in the form of individual/small group work, ideally carried out in the classroom.
  - Behaviour modification programmes
  - Use of specialist equipment / resources
  - Alternative teaching strategies including the use of ICT
- 6.2 If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the

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Passport to Success will be amended accordingly and parents will be included before each stage.

- 6.3 If progress is still not achieved despite SEN Support the SENCO will discuss the case with the Educational Psychologist and next steps will be decided.
- 6.4 Identification of special educational needs will be undertaken by all staff through the SENCO and the appropriate records and LEA forms will be maintained. Records will be developed through a process of continuous assessment by the staff. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Careful monitoring will indicate those children not making the required progress, or those exceeding expectations and needing further challenge. Where necessary pupils will be referred to the special educational needs co-ordinator who will arrange for diagnostic testing to construct a profile of the child's strengths and weaknesses.

## **7 Liaison**

- 7.1 The school will actively seek the involvement of parents in the education of their children at each stage it is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 7.2 Parents will always be included in and kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 7.3 Parents will always be informed before an external agency becomes involved with their child and be encouraged to be fully involved throughout.
- 7.4 Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies (as appropriate) for pupils at SEN Support and pupils with statements of Special Educational Needs [as applicable]:

- SEN Support Services
- Behaviour Support Services
- Social Services & ERSCB
- Speech & Language Therapist
- Occupational Health
- Audiology Service

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- Health Service
- Early years Service
- Education welfare service
- Minority Ethnic and Traveller Attainment Service

**8. Vulnerable children & Children with SEN or disabilities**

*(To be read in conjunction with the Child Protection policy & Keeping Children Safe in Education September 2016 and Working together to safeguard children 2015)*

- Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect or abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
- Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
- Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
- The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
- Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, is missing from school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child that the school has concerns about, is missing the school will consider contacting EHASH, the EWS and / or the police depending on the circumstances.

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## **9 Monitoring and review**

9.1 The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the 'Passports to Success,' progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEN Code of Practice 2001.

9.2 In line with the requirements set out in The Children and Families Bill (September 2014) whereby schools and local authorities publish information about the services available for children and young people with SEN we have published a document called The Local Offer which serves to improve choice and transparency for families. In order for the Local Offer to be fully explained and accessible we have published a document called School SEN Information Report. Both of the reports are downloadable from our website, or paper copies can be obtained by contacting the SENCO.

9.3 This policy will be reviewed formally every two years.

Signed:

Date: