



Martin Frobisher Infant School

Special Educational Needs and Disabilities Policy

Aims

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the classroom environment through high quality teaching and a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identification and Assessment of Special Educational Needs

Children with a special educational need or disability have difficulties that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

If assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Needs and Disabilities Co-ordinator (SENDCO) will become involved if the teacher and parents feel that the child would benefit from further support and they will be placed on the SEND register. The SENDCO will then take the lead in further assessments of the child's needs.

Children Requiring Extra Provision

If a child is accessing extra provision or interventions that are different or additional to daily class teaching and teacher differentiation, their details will be recorded on a 'children requiring extra provision' sheet. This sheet will inform the SENDCO, and other relevant adults in school, of the children in each class accessing extra provision and their area/s of need, what provision they are accessing, the frequency and the personnel involved. A copy is given to the SENDCO and a copy goes into the class SEN file.

After 2 weeks the child is assessed to see if progress is being made. If not, then the class teacher needs to judge whether the provision used is ineffective and needs changing or if the child needs further provision in the form of a One Page Profile (OPP). If extra support is needed then a decision about an OPP needs to be made with the SENDCO.

One Page Profile and Supporting me to Learn Plan

Strategies used to support the child may be recorded on a One Page Profile (OPP). The OPP will show information about the whole child as well as any short-term targets set for the child and the teaching strategies to be used. Targets should be recorded on a 'Supporting me to learn' plan and reviewed at least once a term. The OPP will be available for adults working in a professional capacity with that child and the class teacher's responsibility is to make sure that information is given. This information will be kept in the SEND file in each classroom.

OPPs should be continually kept under review as a working document and should be shared with Support Assistants and anyone who will be working with the child. They are reviewed at least every term with the child and Parents and amended if necessary. The new OPP is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated OPP is given to the SENDCO within a week of the review taking place. An electronic copy of the OPP is stored in 'Shared Document' – SENDCO – Classes – in the child's own file. For easier access the file should include the OPP number and date written. E.g. OPP1 Jan 17

Involvement from External Support Services

If the OPP review identifies that support is needed from outside agencies, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being used. External support services will provide some support in writing the child's new OPP. The new strategies within the OPP will, wherever possible, be implemented in the child's normal classroom setting.

Progression to Statutory Assessment

If the child continues to demonstrate significant cause for concern a My Support Plan (MSP) will be completed with contributions from the class teacher, the child, SENDCO, parents and/or carers, any external professionals involved with the child and any other relevant adults in school. A request for statutory assessment may be made to the Local Authority (LA) if sufficient progress is not made by the child towards to outcomes set in the MSP.

EXIT Strategy from the SEND Register

If a child who accesses extra provision has reached Age Related Expectation, the extra provision used will be removed and they will be monitored by the class teacher for half a term to ensure they continue to make progress in line with Age Related Expectations or better. The child will remain on the SEN Register until one more half term of expected progress or better is reported; only then will the SENDCO, in discussion with the class teacher, remove the child from the SEND Register.

SEND Files

Each class has an SEND file which is accessible to all working in that class and those in charge of monitoring, i.e. SENDCO and head teacher.

The SEND File includes:

- A list of children at each stage of the SEND graduated approach on the **Children Requiring Further Provision** sheet.
- Analysis Sheet of those at Catch Up.
- A section for each child's Provision Map or OPP.

These files are shared with the Support Assistants and are to be updated at least every term.

Individual SEND Files

Each child has their own file which is kept by the SENDCO in a filing cabinet. These files contain everything that concerns that child, including OPPs, Supporting me to learn plans and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which is kept the child's folder in class.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, LAs and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEND including the opportunities for meetings between Parents and SENDCO.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with an Education Health and Care Plan.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is accessing extra provision or has an OPP, the Parents need to be informed that there is a concern. Targets that are set should be shared with the Parent/s.

If the child has an OPP then the Parent must be invited to an OPP meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent.

From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

Transition into School

Parents of all children who are transitioning into Martin Frobisher Infant School will all have the opportunity to sign up for a home visit from the Foundation Stage Staff. Foundation Stage staff will use this opportunity to find out if the child has any additional needs and if any other support services are or have been involved with the child. Foundation Stage staff will then inform the SENDCO who will contact the parents of the child. Additional home visits are then undertaken with the SENDCO who will then put a transition plan in place to ensure that any additional provision or staffing is in place for the child's start date. Referrals to outside agencies will be made as required and the SENDCO will make contact with any outside agencies already involved.

Partnership with Other Schools (Transition to Junior School)

The SENDCO is responsible, with the support of Year 2 teachers, to work with the junior school SENDCO to aid transition.

The SENDCO will:

- Meet with the SENDCO from the junior school to share information about the children on the SEND register and those children who are vulnerable.
- Complete the SEND Pupil Profile sheet for each SEND child and send it to the junior school.
- Send all paperwork about the SEND children at the end of the year.
- Ensure those with SEND or Vulnerable Children have extra transition work such as visits.
- Ensure the Support Assistant working with a child meets with the junior school SENDCO to share information and strategies about that child.

Roles and Responsibilities

The Special Needs Coordinator (SENDCO) : Andrea Graham

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring data to identify SEND children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with Parents of children with special educational needs and/ or disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for OPP meetings as needed.
- Attending course to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy annually.

The role of the governing board

SEND Governor = Andrea Wright

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that Parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEND Code of Practice is followed
- Meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants through teachers via pupil progress meetings
- Participating in TA development programmes/ CPD
- Determining the pattern of work, timetable and role of the SEND leader
- Dealing with queries or complaints from parents
- Liaising with the SENDCO
- Liaising with the LA with respect to policy and enactment
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other agencies
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Board well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education

- Ensure the SENDCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCo sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

A Graham: November 2018

Review Date: November 2019

Children Requiring Further Provision.
Class _____

Name	Stage (Provision Map, OPP, MSP, EHCP)	Areas of need (including current attainment)	Provision Used (including timings and staff)

Analysis Sheet for Children with SEND

Class: _____

Name	Year	Concern	Level	Target	Action to be taken	Comments

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil _____ **Class** _____ **DoB** _____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with Parents.

Action taken by SENDCO: