

## Long Buckby Infant School Special Educational Needs (SEN) Policy

### 1 Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum and the Foundation Stage Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children are identified as having particular learning requirements that could create barriers to their learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### 2 Aims & Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### 3 Educational Inclusion

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.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **4 Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment.

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for, and manages the responses to, children's special needs;
- supports and advises colleagues;
- maintains the school's SEN Register and Provision Mapping documents;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as a link with parents/carers;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

#### **5 The Role of the Governing Body**

The governing body endeavours to secure the necessary provision for any pupil identified as having special educational needs. The governors monitor the provision for all special needs children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

#### **6 Allocation of Resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to special needs. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

#### **7 Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The teacher works closely with parents to plan an appropriate programme of intervention and support. The SENCO monitors and aids the development of intervention programmes.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Stages of support**

The school uses a 3 stage model to respond to children's special educational needs:

There are different stages for helping children with special educational needs depending on each child's needs.

If a child is doing well they may not need to go to the next stage. If their needs are severe or complex they may go straight to the assessment stage.

The stages are:

- **Stage 1:** SEN support (this used to be called early years / school action and action plus)
- **Stage 2:** assessment / application for high needs funding
- **Stage 3:** education, health and care plans (EHCPs). These have replaced statements of special educational needs.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

## **8 Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children who are on the Special Needs Register are included on the schools provision map. All children identified and on School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation in an alternative learning space.

**9 Partnership with Parents**

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor is responsible for special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. Where a child receives additional intervention then parents are asked to sign the child's individual target sheet.

Staff have regular meetings to share the progress of special needs children with their parents. Staff inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

**10 Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy annually.

**11 Governor's Role**

As a governing body we recognise that our school policies are only effective if they are robust, relevant, understood and adhered to by all stakeholders. Our policies are written through consultation with all stakeholders and additionally with the guidance of external bodies where necessary.

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