

ALWYN INFANT SCHOOL

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

1 Introduction

1.1 From 1st September 2014, transitional arrangements were in place to support the changeover from the system governed by Part 4 of the Education Act 1996 and in particular, the procedures outlined in the Code of Practice and the SEN Disability Act 2001, to a system governed by Part 3 of the Children and Families Act 2014, associated regulations¹ and the associated Code of Practice – *“Special Educational Needs and Disability – 0 to 25 years”*. During this transitional period Alwyn will comply with both “systems” and relevant legislation.

References to the Code of Practice within this document refer to the Code of Practice – *“Special Educational Needs and Disability – 0 to 25 years”*

1.2 The School also fully complies with the Equalities Act 2010.

1.3 A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

1.4 For this policy to be implemented at Alwyn effectively, those working with the children should be flexible in their approach to special educational needs, including high as well as low achievers. Work planned will build on what has already been achieved, building confidence and self esteem and demonstrating success wherever possible.

1.5 When reviewing and managing special educational provision at the School the four broad areas that are planned for are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

1.6 The policy will be implemented by all members of staff and monitored by the special needs co-ordinator (SENCo)/ Headteacher.

¹ For details of the regulations see pg 12 and 13 of the *“Special Educational Needs and Disability – 0 to 25 years”*, January 2015

- 1.7 In accordance with the Code of Practice (January 2015) an SEN information report is also produced.
- 1.8 The current SEN Governor is Maxine Wood.

2 Aims

- 2.1 All children have particular needs. Some of these last through their school career and some for a short time. Alwyn recognises this and believes that an inclusive school should be a place where each child has every opportunity to succeed.
- 2.2 In particular the school aims to:
- * ensure that despite physical, emotional, behavioural or learning difficulties each child may have a happy and stimulating environment in which to succeed and achieve their best.
 - * celebrate success.

3 Statutory Requirements

Alwyn staff will ensure that they systematically *IDENTIFY*, *ASSESS* and *PROVIDE* for children with Special Educational Needs as outlined by the Code of Practice.

4 Objectives

- * to have regard to the views, wishes and feelings of the child and child's parents
- * to ensure the child and child's parents participate as fully as possible in decisions, and providing necessary information and support to enable them to make those decisions
- * to support the child and child's parents, in order for the child to achieve the best possible educational outcomes
- * to identify children's individual needs at an early stage.
- * to plan and put into practice schemes of work which meet the full range of pupils' abilities and needs
- * to evaluate the effectiveness of provision made
- * to direct resources to specific needs
- * to allow children with special needs to participate in the whole curriculum where possible
- * to give support from within the school and from outside support agencies in achieving progress
- * to record and monitor the progress of each child with Special Needs
- * to ensure the quality of teaching of SEN and progress of SEN pupils is a core part of the school's performance management arrangements

and its approach to professional development for all teaching and support staff.

- * to collaborate with health and social care services to provide support

5 Time and Organisation

- 5.1 Early intervention in the case of children with special educational needs will follow liaison with, playgroups/nurseries, parents and pre-school support services.
- 5.2 All pupils skills and level of attainment will be assessed on entry, building on information from previous settings. The School will also consider evidence that a pupil may have a disability under the Equalities Act 2010, and if so what reasonable adjustments may need to be made for them.
- 5.3 Time will be made for observation of pupils where concern is expressed by parents or staff or support services.
- 5.4 The Code of Practice, Part 6, gives guidance on procedures and intervention which are followed by the School and adopted herein.

Stage 1 – School Support

- * Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment.
- * Outcome setting will be planned in line with Chapter 9 of the Code of Practice.
- * The teacher will express initial concerns to Special Needs Co-ordinator and parents.
- * The class teacher filling in an initial concern form (kept in their special needs folder), photocopies it and puts one copy in the special needs folder.
- * The SENCo adds to the special needs register.
- * The class teacher will be responsible for finding materials to support the child's needs by liaising with subject co-ordinators and the SENCo.
- * The kind of support needed at home should be discussed with parents where possible.
- * The child's progress will be reviewed four times a year.

If further intervention is necessary, the child will then go to

Stage 2 – School Action

- * The class teacher and the SENCo will identify specific difficulties through previous assessment. A "child conference" can be included so as to determine the child's feeling and wishes about his/her education.
- * External agencies may be involved in order to make a more detailed assessment where appropriate.
- * An Individual Education Plan (IEP) is drawn up for the child with guidance from the SENCo and the class teacher targeting the area(s) of difficulty.
- * A copy of the IEP is kept by the class teacher. The class teacher, teaching support assistant and SENCo will monitor the progress of the IEPs.
- * Target dates will vary for each child, but when the IEP needs updating a new one will be drawn up. These will be reviewed every term.
- * Years 1 and 2 children work with support from the teaching support assistant.
- * Parents/carers are informed about the IEP and updated termly.

After everything possible has been done within the school if necessary the child will progress to the next stage.

Stage 3 – School Action Plus

- * Parents will be asked to attend a meeting to discuss the involvement of outside agencies, eg. an Educational Psychologist.
- * An assessment by that agency will be made.
- * Appropriate action will be taken following a special needs co-ordination meeting involving Headteacher, SENCo, Educational Psychologist, Learning Support Assistant (where necessary), welfare and medical staff where appropriate.

A record will be made of the outcome by the SENCo and if necessary the child will then go onto the next stage.

Stage 4 – School request for Statutory Assessment

- * Now there should be substantial evidence that a child's needs are such that he/she should have an Education, Health and Care Plan (EHC Plan). The SENCo will fill in the necessary forms to initiate the process.

Stage 5 – Statement

- * A multi professional assessment (MPA) is made. Reports from all professionals involved are submitted to the Local Educational Authority (LEA) for consideration by a EHC Plan panel.
- * If considered appropriate, the LEA will produce an EHC Plan, in which they will detail the provision made available for the child (within school, or elsewhere).

It is expected that children who have a statement will require an EHC Plan – no one should lose their statement and not have it replaced with an EHC Plan just because the system is changing,

7 Assessment

7.1 This will take place by:

- * Using previous teacher / school assessment.
- * Using Initial Special Educational Needs Screening
- * Continuous teacher assessment.
- * Using external expertise.

7.2 Assessment will be on-going so that needs can be identified as quickly as possible, as they arise.

8 Parental Involvement

8.1 Close consultation and partnership with parents will take place at every stage.

8.2 Parental meetings for children at Stage 2 and above, will be held to:

- * Outline the policy and procedures.
- * To update them on any new developments that may occur.
- * To suggest ways in which they may give help and support to their child at home.

9 Staffing

9.1 In-service training for staff will be organised by the SENCo throughout the school year as the need arises, in consultation with the Inset co-ordinator.

9.2 The SENCo will advise teachers and support assistants on strategies, resources and individual education plans (IEPs).

9.3 The Headteacher is involved at all stages.

10 Progression

10.1 The Alwyn School SENCo maintains links with the junior school (Courthouse) SENCo. Information passed from school to school will avoid repetition and promote progression.

11 Governors

11.1 The governing body has approved the policy in detail. They will contribute to any formal review of the policy and will be regularly informed of its implementation.

11.2 The Headteacher will undertake to keep the governing body informed of their statutory duties.