

MEON INFANT SCHOOL

SPECIAL NEEDS POLICY AND INFORMATION REPORT

The SEN policy must be followed in accordance with the school's teaching and learning policy and the school inclusion policy

SECTION 1 –

BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION

This policy has been developed with due regard to the Code of Practice (Sept 14), Special Educational Needs (Information) Regulations (clause 65) and the City Council guidelines on the identification and assessment of SEN. Our policy is as follows:-

The staff and governors of Meon Infant School believe that:-

- The term “Special Educational Needs and Disabilities” (SEND) refers to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. This may be due to physical difficulties, problems with thinking and understanding, social and emotional issues or a combination of these.
- Many children have SEND of some kind at some time during their education. Help will usually be provided within the school setting, sometimes with the help of outside professionals.
- All children are entitled to, and should have, full access to a broad, balanced and relevant curriculum which meets individual needs.
- Every teacher is a teacher of children with Special Educational needs and will aim to provide quality first teaching that meets the needs of every child.
- Pupils and parents are valued as partners and have a contribution to make toward their own or their child's developmental needs.
- That all children should be valued equally, regardless of their ability and behaviour

The objectives of the policy are:-

- To ensure early identification and assessment of pupils' special educational needs
- To provide a learning environment in which all elements of being an outstanding learner, can promote self confidence and self esteem regardless of ability.
- To provide a broad, balanced and relevant curriculum for all pupils matched to the individual ability, needs and interests of each child
- That all children should receive an appropriate education wherever possible within the school out of the schools allocated budget and they should be provided with suitable opportunities to develop their maximum potential
- That children's needs should be recognised and met through flexible and varied provision
- That wherever possible parents/carers should be invited and encouraged to work in partnership and co-operation with the school to support and assist in the determining of their child's current and future needs
- That wherever possible pupils should be actively encouraged to participate in the determining of their own future needs

- To work in co-operative and productive partnership with the local authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all our pupils

The named **SEN Manager** is **Miss S. Brown** who is also the Special Needs Teacher

Arrangements For Co-ordinating SEN throughout the school

All teachers are teachers of pupils with SEN and have a major role in making the appropriate and best provision

The Governing Body delegates responsibility for the day to day management of provision to the Headteacher and through her to the SEN Manager.

Individual Responsibilities

It is the responsibility of the **CLASS TEACHER** to:

- Provide quality first teaching
- Identify the children with SEN and inform the SEN manager
- Discuss and work with the SEN manager to provide for a pupils particular needs
- Proceed with the correct and relevant paperwork where required
- Ensure that the children follow a structured and relevant programme of work to suit their needs in consultation with the SEN manager
- Meet parents regularly for discussion and encourage participation and co-operation in home/ school partnership

It is the responsibility of the **SPECIAL NEEDS MANAGER TO:-**

- Allocate resources appropriately from the school's SEN budget allocation
- Consult regularly with classroom teachers
- Decide in consultation with the class teachers, pupils and parents how best to meet the needs of children with learning difficulties
- Monitor and evaluate the progress being made by individual pupils alongside class teachers and the writing of IEP's where required
- Liaise and review pupil's progress within an appropriate time scale
- Provide the appropriate kind of support to suit individual needs within the constraints of the budget
- Support and monitor the work of classroom or special needs assistants involved with individual pupils
- Liaise with and call upon the help of other schools and outside agencies where appropriate
- Provide and carry out appropriate assessment in addition to those normally carried out by the class teacher
- Keep an up to date provision map of children receiving support
- In consultation with the class teacher provide programmes of work to suit individual needs
- Keep the head teacher fully informed of current special needs activities
- Liaise with special needs managers of receiving schools to ensure the smooth transition of children with special educational needs
- Ensure that all relevant information and paperwork is passes on for children transferring from one school to another, where they have been identified as having special needs
- Provide a special needs resource area for the use of both staff and pupils in and out of the classroom
- Continually evaluate new materials for use in school
- Attend relevant special needs courses and cluster meetings and keep members of staff informed of current special needs activity and changes
- In liaison with the Headteacher arrange appropriate in service training for relevant members of staff
- Liaise with subject managers

It is the responsibility of the **HEADTEACHER AND GOVERNORS** to:

- Ensure there is effective management of SEN within the school. To support it and provide appropriate staff training
- Ensure there is a member of the Governing Body with specific oversight of the school's arrangements for SEN and Disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole school provision as part of their approach to school improvement (Code of Practice Sep. 2014 pg. 92)
- The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SN policy to the Special Educational Needs Manager (SENCO)

The **Special Needs Governors** are: **Mrs. Kate Angus, Mrs. Nikki Edwards**

Admission Arrangements:

Admission arrangements for pupils with special educational needs are the same as for all other pupils. Where a pupil has attended a specialist facility prior to their admission to Meon Infant School, great care is taken to ensure records are passed/ received in good time for provision to be made.

Any S.E.N Specialisms And Any Special Units

While Meon Infant School makes provision for a wide range of special educational needs, it is not a specially resourced school.

Any Special Facilities Which Increase Or Assist Access To The a school By Pupils With SEN

Meon Infant School is in the main a single storey building with classrooms being situated on the ground level. It has two ramped accesses one at the main entrance in Shelford Road the other via the Music/Drama Room. Other specially adapted facilities include 2 disabled toilets for adult and pupil use. A hearing loop is fitted in the main reception area. The reception area also has been fitted with delineated doors and skirting. Visual and audio fire alarm systems have been set up in the music room and playground.

The school has an Audit Access Action Plan which identifies future amendments/additions to the building (link with Inclusion Action Plan). We are conscious that further facilities will need to be made available should the necessity arise.

SECTION 2

Information about the schools Policies for identification, assessment and provision for all pupils with SEN

Funding for pupils with S.E.N. is met through an allocation in the school's budget. Money is allocated against specific criteria and is a flexible resource within the school but is in the main used for staffing resources. Specific allocations may be included for identified children.

Allocation of resources

The SENCO maintains a provision map, which is updated at least termly. This map details resource allocation, and tracks progress termly up until the end of key stage 1 and during the first term of key stage 2. Year 1 phonics screening results and Year 2 re-tests are also monitored here.

Additional support beyond that of normal classroom support is allocated according to an individual child's needs. Needs are assessed through the continual analysis of data at whole school level alongside teacher assessment, observations and concerns. The school adopts the 'Wave' approach for its allocation of resources.

Outline of the wave approach

Wave 1 –

Quality first teaching including, where appropriate the use of small group intervention. This support is delivered from within the classroom to all children. Where there is a concern expressed for a child at Wave 1 the SENCO should be informed and the child's name should be entered on to the provision map where progress can be closely monitored.

At Wave 1:-

- All learners throughout the school will have access to quality first teaching
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum. This is part of our ongoing good practice in making teaching and learning accessible to all pupils and catering for their different rates of progress within the classroom setting. These vulnerable learners will usually be those who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with learning support needs or special educational needs. This is considered to be a differentiation of the usual school curriculum and not a special intervention for pupils with SEN
- All vulnerable learners will be included on a detailed whole school provision map.

Identification and assessment at Wave 1

Children's needs should be identified and met as early as possible through:-

- The analysis of data including entry profiles and EYFS scores.
- Classroom based assessment and monitoring arrangements
- Following up of parental concerns
- Tracking of individual pupils progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools/ other services
- Maintaining a provision map for all vulnerable learners

- Undertaking when necessary a more detailed individual assessment - this may include a range of commercially available assessments carefully chosen to deliver appropriate useful information on pupils needs. This may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need may be present.

Wave 2 –

Targeted additional learning support and SEN support. Pupils will be offered additional Learning support or SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offered to all pupils within the school.

At Wave 2 the following support will be offered In addition to the support outlined in Wave 1

- Pupils will be offered additional learning support or SEN support in the form of small group or TA led individual support when it is clear that their needs require intervention which is in 'addition to' or 'different from' the curriculum offered to all pupils in the school, i.e. they have a special educational need as defined in the SEN Code of Practise 2014.
- Underachieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support but will be entered on to the schools provision map and may be offered additional support to accommodate their needs.
- Intervention for pupils on the SEN register will be identified and tracked using the standard whole school tracking data (Targsats). In addition to this interventions will be tracked on the L/S and SEN provision map.

Monitoring and assessing progress at Wave 2

In addition to the assessment and monitoring arrangements at wave 1

While we recognise that individual education plans (IEP's) are no longer prescribed in the SEN Code of Practise 2014 some children at Wave 2 are monitored through the use of adapted IEP's using the four main learning areas as outlined in The Code'. (See local offer for our explanation of the four main areas of learning)

Our IEPs will be reviewed at least termly by the SENCO in consultation with the class teachers and parents. Pupils will help set their own target which will be displayed in the classroom.

Our IEPs will state what the learner already knows, what the learner is going to learn and what a learner should be able to do at the end of a review period.

Targets on the IEPs will be arrived at through:-

- Discussion between teacher and SENCO
- Discussion wherever possible with parents/carers and pupil (parents will be encouraged to add their own targets for home where relevant)
- Results of additional assessments within the school
- Discussion with outside agencies
- Assessment by a relevant outside agency

Wave 3 –

Specialist intervention which requires individually differentiated planning and work programmes to be carried out in addition to Wave 1 and 2 provision.

Pupils with a Statement of Special Educational Needs (2014) or an Education, Health Care Plan (post 2014) will have the appropriate and relevant statutory paperwork and an annual review of their statement or plan.

At Wave 3 the following support will be offered In addition to the support outlined in Wave 2

- Specialist intervention which requires individually differentiated planning and programmes of work carried out by specialist, trained staff
- All wave 3 pupils will have a detailed IEP on which progress is measured at least termly
- A small number of pupils on the SEN list may require additional High Needs funding from the Local Authority. This will initially commence with an SEN Support Plan being put in place which will be reviewed termly with parents/carers and aims to ensure that the child's underlying special need is being fully addressed.
- Where the school can evidence that more than £6000 above the average weighted pupil unit has, or will need to be spent on a pupil within any financial year in order to meet his/her special needs, an application will be made to the Local Authority for additional funding.

Statements and Education Health Care Plans

- Pupils with a statement of educational needs (pre Sept 14 or an Educational Health and Care Plan (post Sept 14) will have access to all arrangements for pupils on the SEN list at Wave 1,2 and 3 and in addition to this will have an Annual Review of their statement/plan.

Meon Infant School will comply with all the local arrangements and procedures when applying for an Education, Health and Care Plan and will ensure that all pre requisites for application have been met through ambitious and pro active additional SEN support using our devolved budget at an earlier stage.

Our review procedures will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with the Local NCC policy and guidance particularly with regard to the timescales set out within the process.

Arrangements for providing Access For Pupils with SEN to a Balanced and broadly based. Curriculum including the National Curriculum

All pupils are taught a full, broad and balanced curriculum. Pupils receive support in class and when withdrawn care is taken to ensure minimum disruption to class activity and to maintain good links between staff concerned. The SENCO/SEN teacher is involved with the classroom planning and is then able to adapt this to suit the needs of children with additional learning support needs including those with SEN.

How children with SEN are integrated within the school as a whole

All pupils with SEN are full members of the school and in mainstream classes. They are totally involved in all school activities as far as possible.

Criteria for evaluating the success of the schools SEN policy

Some pupils at Wave 2 and all pupils at Wave 3 have Individual Education or Support Plans with targets that are reviewed regularly.

Annual reviews for Statements and Education, Health and Care Plans will be carried out in time and meet legal requirements as prescribed in the SEND Code of Practice (Sept 2014)

Assessing and reviewing pupils progress and the effectiveness of our educational provision for pupils with SEN

Depending on the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- daily monitoring and assessment
- Termly pupil progress meetings with class teacher and SENCO
- Evaluation of effectiveness of interventions through data provided on Targsats and the school Provision map

Arrangements for considering complaints about SEN provision within the school

Where a parent wishes to make a complaint regarding Special Needs provision the following procedures will be used.

The parent speaks to the class teacher and/or SEN Manager who tries to resolve the problem and informs the Head teacher of the complaint. If the parent is still not satisfied they discuss the complaint with the Headteacher who will log it on the SEN complaint form. The Headteacher will try to resolve the problem and will inform governors and finally the L.A. where appropriate.

SECTION 3

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

The school's arrangements for SEN In-service training

A flexible range of INSET opportunities is available to all staff. These range from external courses for Governors, teachers and TA's to advice and support within the school from a variety of professionals including SENCO, Educational Psychologist, Speech and Language Therapists, Sensory Impairment team, Multi Agency Behaviour support services and appropriate training from NHS staff as required.

Use made of teachers and facilities from outside the school, including support services

The school has access to the L.A. support services. These include the Educational Psychologist Service (E.P.S.), Specialist Teacher Advisers (S.T.A.), The School Development Team (S.D.T.). Additionally the school is able to use its income to buy in additional services as appropriate. Outreach support can also be called upon.

Support from the Health Authority includes advice from SALT and Occupational Therapist (O.T.) and Physiotherapy and where medical advice is required for a specific pupil the guidance of the School Nursing Service is called upon and direct liaison with NHS service.

Relevant staff have time set aside to allow uninterrupted liaison with outside support services. Appropriate accommodation is also made available for these visits.

The named member of staff responsible for **liaison with external agencies** is: **Miss S. Brown**

Her role is to advise and guide parents and staff to the appropriate outside agency best suited to offer support for an individual pupils needs.

The Meon Infant School Information Report and the Portsmouth City Council Local Offer provides detailed information on the full range of outside agencies available and is reviewed annually.

Arrangements for partnership with parents

The school recognises the central part that parents play in their child's education and fully value the part they can play in helping to meet the Special Educational Needs of their children.

Whenever a difficulty is identified the parents of the pupil will be informed and invited to make a full contribution to the programme of support that is offered. Likewise, if a parent raises a concern the school will be fully supportive of their concern.

Information regarding SEN and Learning Support can be found on the 'Learning Support' area of the school website. There is also a link with the Portsmouth Parent Partnership who offer advice and support to all parents.

Arrangements for pupils transferring schools

At Meon Infant School we recognise the importance of a smooth transition, including the passing on and receiving of paperwork.

Transition meetings take place between the SENCO's of Meon Infant School and Meon Junior School at the time of transition for Year 2 pupils. Where children transfer to alternative schools other than that of the attached Junior school every endeavour is made to speak to the SENCO of the forwarding school. Pupil records are always forwarded promptly to a pupil's new school. If the school is aware that a pupil has a difficulty prior to entry it will endeavour to make the transition as smooth as possible for the pupil and family. This might include external agency involvement.

The SENCO continues to monitor the progress of pupils during their first term at Meon Junior School and in liaison with the Junior School SENCO is available to discuss any transition difficulties with parents.

This policy will be reviewed annually.

Approved at Governors Meeting on:

S.B. Jan. 2016 – reviewed