

Badshot Lea Village Infant School

Special Educational Needs Policy Statement

Introduction

It could be argued that all children have special needs but not necessarily special educational needs. Within the context of our school the term is used to refer to those children who at some point in their schooling will require support that is additional or differentiated to those of the majority of their peers. It is through this support that the child will be able to succeed.

Additional or differentiated provision may be required for a short term or a long term basis. For a small number of children this may involve issuing a Statement of Special Educational Needs whilst for others it may involve additional support or a differentiated curriculum that can be accommodated within their mainstream class.

Aims

The aims for teaching children with Special Educational Needs are firmly embedded within our Curriculum (learning and teaching) Policy.

Objectives

Our objectives are to:

- provide equality of opportunity for every child;
- provide access to a broad, balanced and differentiated curriculum including the Early Years Foundation Learning Goals, P Levels, the National Curriculum and the Literacy and Numeracy Strategies;
- recognise that all teachers are responsible for identifying and teaching children with Special Educational Needs;
- use assessments to identify any child with Special Educational Needs and provide appropriate support.

Identifying Children with Special Educational Needs

Throughout each academic year a number of assessments will be completed by each class teacher. Each class teacher will complete assessments in Literacy and Numeracy on a termly basis. The assessment schedule can be found as an appendix to our Assessment Policy Statement.

At the beginning of each term there is a whole school staff meeting where all children are discussed and any concerns are raised by the class teacher. Those children who are experiencing difficulties in any aspect of school life may then be placed on a Special Educational Needs Register which is a statutory requirement according to the S.E.N. Code of Practice. The SEN Register is reviewed termly and children can be removed from the Register, remain on it or new children added.

Once a child has been placed on the SEN Register the parents are informed and issued with a summary of intervention concerning children with additional needs (*appendix 1*) at a meeting with the class teacher and the Special Needs Co-ordinator (SENCo). The parents would have been

informed in previous meetings that their child was having difficulties and / or receiving additional in-class support. The child will also have an Individual Education Plan (I.E.P.) detailing what aspects are being covered and the intervention that will be put in place.

Inclusion and Integration Arrangements

Our school is committed to inclusion and aims to provide equality of opportunity for all children. The children in the main school with SEN additional needs are taught mainly within their class only being withdrawn for short periods of time to complete work identified in their I.E.P. This intervention may be carried out by the class teacher, the teaching assistant or our higher level teaching assistant (H.L.T.A.).

The children attending the Special Needs Support Centre (SNSC) are taught mainly within their class but where appropriate they will be included in a mainstream class providing it is appropriate and their particular needs can be met. The children also participate in all whole school activities and outings where it is considered to be appropriate. Each child's additional needs are considered on an individual basis.

The Special Needs Co-ordinator

Our Special Needs Co-ordinator (SENCo) is Miss Pauline Falconer. The role of a SENCo includes:

- maintaining the SEN Register for the school;
- liaising with professional outside agents, including a wide range of therapists;
- maintaining Individual Educational Plans (I.E.P.'s) for all children with additional SEN needs;
- acting as a consultant for children on School Action (A) and School Action Plus (P) of the SEN Code of Practice to ensure a differentiated curriculum;
- assessing children at School Action (A) and School Action Plus (P);
- monitoring, assessing, and evaluating standards for all children with Special Educational Needs throughout the school, in particular those attending our SNSC;
- liaising with other schools in the context of SEN.

Individual Educational Plan (I.E.P.)

An I.E.P. is devised by the class teacher with advice from the SENCO and involves setting small, manageable, achievable, realistic, time bonded targets that will enable the child to make progress. The I.E.P. will also address how the targets will be achieved including the support that will be given to help the child. The targets may involve the child being withdrawn to work in a small group for a small percentage of a lesson but the majority of the child's learning will take place within the main class setting. The I.E.P. will be reviewed termly by the class teacher alongside the SENCo and shared with parents. A copy of the I.E.P. will be given to parents so that they are aware of the work the class teacher is doing and the support that has been put in place.

(appendix 2a & 2b)

The SEN Code of Practice

The SEN Code of Practice is a Government document that defines the different SEN stages together with the type of intervention which may be appropriate to meet individual additional needs. There are four stages of S.E.N.

The Stages of S.E.N.

Once a child has been identified as having Special Educational Needs they will be placed on the SEN Register at:

School Action (A)

This refers to those children who require additional or a differentiated curriculum to those of their peers so that they can achieve and make progress. It is felt by the staff that by using an I.E.P. their needs can be met within the school. If however the child is still struggling to make progress then in consultation with the parents and SENCo it may be decided to seek advice and support from an outside agency. At this stage the child would move to the next stage of the Code of Practice - School Action Plus.

School Action Plus (P)

At this stage the school in agreement with the parents (they will be asked to sign a consent form) will seek advice from an outside agency which could be from the education (Children's Services) or health sector depending on the needs of the child. An I.E.P. will continue to be written and parents will be informed and may meet with the agency involved to discuss outcomes of assessments and strategies to support the child.

Request for Statutory Assessment

If the child continues to struggle to access the curriculum, the school, in consultation with parents, will approach the LA for a formal assessment to be carried out with the aim of a Statement of Special Educational Needs being issued.

Statement of Special Educational Needs

A statement of Special Educational Needs is issued by the LA if it is felt that the child requires additional support to make progress which is over and above that which can be provided within the mainstream curriculum. Whilst we at Badshot Lea are fortunate to have a Support Centre for Children with Complex Needs and the majority of the children in our school who have a Statement of Special Educational Needs are taught within the Support Centre, children with a Statement of Special Educational Needs can and are taught within our mainstream setting. Children who have a Statement of Special Educational Needs will have an annual review (every six months for children in year R) to establish if their needs have changed, progress is being made and their placement is appropriate. These children also have an I.E.P. which is reviewed termly and shared with parents.

Allocation of resources to pupils with SEN

The school's delegated budget for SEN assists with employment costs of the SENCo, and teaching assistants. In addition an amount is allocated each year for the purchase of resources. The SNSC is funded for thirteen planned places.

The Special Needs Support Unit for Children with Complex Needs

At Badshot Lea Village Infant School we have a 13 planned place Special Needs Support Centre (SNSC) for children with Complex Needs. The children attending our SNSC all have a Statement of Special Educational Needs and in general have been admitted via an annual Special Educational Needs Admission Panel. The children may have medical, physical or language needs and will all have some degree of learning difficulty. Prior to SEN Admission Panels the head of our SNSC

(Miss Pauline Falconer) and the headteacher (Mrs Jan Weir) will visit the children being considered for placement at Badshot Lea SNSC in their pre-school placement.

Once it is agreed at panel that the children will attend our SNSC the head of the SNSC will liaise with the pre-school provider. A series of visits to our SNSC are then planned for the Summer Term prior to admission at the beginning of the Autumn Term.

The SNSC has a high staffing ratio in order to meet the wide variety of needs of the children. The children enjoy extra curricular activities which include swimming, horse riding and music therapy as part of their broad curriculum. They also have access to a soft play area and a sensory room.

Staff within the SNSC

The SNSC is staffed (*appendix 3*) by:

One teacher as head of our SNSU and 4 teaching assistants together with 2 lunchtime supervisors. All staff attend relevant training to meet the needs of the individual children attending our SNSC. In addition the staff join training and development sessions with mainstream school staff where appropriate.

Other staff who work within the SNSC include:

- Home School Link Worker (Weyside Confederation)
- Music Therapist (funded through the school budget)
- Speech and Language Therapist (health)
- Speech and Language Therapy Assistant (health)
- Physiotherapist (health)
- Occupational Therapist (health)
- Educational Psychologist (STEPS)
- Advisory Teacher for Visually Impaired Children (STEPS)
- Advisory Teacher for ICT and Visual Impairment (STEPS)
- Riding for the Disabled Association (National Charity)

Staffing within the Mainstream School

All the mainstream classes have a qualified teacher and a teaching assistant. (*appendix 3*)

Additional Outside Agencies

Additional outside agencies who visit Badshot Lea Village Infant School are:

- Behaviour Support Service
- Learning and Language Support Service (STEPS)
- School Nurse (health)

Special Facilities within the School

All areas of the school are accessible to children and parents including those with a disability except for the administrative office occupied by the Administrative Officer and the Home School Link Worker. Disabled toilets and shower facilities are available. All children have access to a small teaching room, soft play area, sensory room and outside learning area. Parking is available on site for parents of children with a disability and for parents themselves if they have a disability.

Assessments used within School

Each class teacher will carry out a number of assessments throughout the academic year. In addition there are other assessments that may be completed and referred to when identifying children with Special Educational Needs. These may include:

Foundation Stage Profiles

Quest

Salford Reading Test

Pupil Questionnaire

Teacher observations

British Picture Vocabulary Scale

P Levels

Standard Assessment Tasks

Discussion with parents / carers

Transfer Arrangements

At the end of Key Stage 1 the children will transfer to junior education. The SENCo will liaise with the relevant junior school SENCo concerning those children currently on the SEN Register at Badshot Lea Village Infant School. The SENCo will ensure that all relevant paperwork (assessments / I.E.P.'s and any additional information) is passed to the next school. This applies to those children in the mainstream school as well as those children attending our SNSC. A representative from the junior school will be invited to attend the final Annual Review, prior to transfer for those children attending our SNSC and any child in mainstream with a Statement of Special Educational Needs. A transfer form will be completed for all children on the SEN Register and forwarded to the next school. (*appendix 4*)

Evaluating the Effectiveness of the SEN Policy

Our success criteria are:

- all staff are aware of the contents of the policy and procedures contained within it;
- children with SEN are identified early;
- effective intervention strategies are put in place;
- there is continuous monitoring of children's progress in relation to the targets set;
- all children will be given equality of opportunity to participate fully in all school activities;
- all children will have access to a broad and balanced curriculum with differentiation when necessary to meet individual additional needs;
- all children will be given opportunities to achieve their individual potential.

Complaints

If a parent has a serious concern about the way in which a child's Special Educational Needs are being met, the first point of contact should be with the headteacher, in line with the schools 'Responding to Parents' Concerns' Policy Statement. It is anticipated that problems will be resolved at this stage. Should parents wish to take the complaint further they have the right to follow the LA's complaints procedure, a copy of which may be obtained from the headteacher or Local Education Office in Guildford.

Written by: Miss P Falconer

This review: Spring 2010

Next review: Spring 2012 (or earlier as necessary)

Agreed by the Governing Body

Signed:

On behalf of the Governing Body

Date: