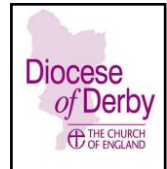




Langley Mill C of E (Controlled) Infant School and Nursery



Special Educational Needs and Disabilities Policy

This policy has been impact assessed in the light of all other school policies including the Equality Policy.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Written by C Smith	November 2010			September 2011
C Smith	September 2011			September 2012
C Smith	September 2012			September 2013
C Smith	September 2013		GB/2103/60.1	September 2014
K Scrivens	October 2014	03/12/2014	GB/2014/87	September 2015
C Smith	September 2015	30/09/2015	GB/2015/71	September 2016
C Smith	September 2016	30/11/2016	GB/2016/80.1	September 2017
C Goulding	September 2017	13/09/2017	GB/2017/68	September 2018

At this school, the SENCo is Mrs Goulding (NASENCo Award) who is a member of the Leadership and Management Team of the school. She can be contacted by phone on (01773) 713429, by email at info@langleymill-inf.derbyshire.sch.uk or via post by the main school address. The Governor with responsibility for Special Needs Education is Ms K. Jenkins.

LANGLEY MILL CE (CONTROLLED) INFANT SCHOOL & NURSERY SEND POLICY

Rationale

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Langley Mill CE (Controlled) Infant School & Nursery. We are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. We believe that every teacher is a teacher of every child including those with SEND.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, are all involved in identifying any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Compliance

This policy reflects the actual practice of the school and complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England September 2014
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCo with the SEN Governor, in liaison with the Leadership & Management Team (LMT), all staff and parents of pupils with SEND in light of the current SEND reforms. It is accessible via the school website and on request from the school office.

Aim

All our children will be able to access a broad, balanced and relevant curriculum, with recognition of their strengths as well as any areas for development.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Identification and Assessment

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil’s special educational needs in line with the 2014 Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the pupil will be discussed with the SENCo in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school’s SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes. The Early Years Foundation Stage Profile and the National Curriculum will be used to assess pupils.

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

What is not SEND?

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Servicemen/woman
- Behaviour (any concerns relating to a child’s behaviour should be described as an underlying response to a need which you as a provider will be able to recognise and identify clearly as you will know the child well)

Categories of SEND

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Provision

The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort and is identified on a Provision Map. Langley Mill CE (Controlled) Infant School & Nursery Infant School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

Planning, teaching and the curriculum

Planning in Langley Mill CE (Controlled) Infant School & Nursery Infant School focuses on delivering high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of the children. Some children need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

Individual Education Plans (IEPs) / Group Education Plans (GEPs)

Provision made that is different from or in addition to everyday classroom provision is recorded on pupil's IEPs/GEPs. These are developed to support pupil progress in areas where the pupil requires additional support. They are written by the class teacher in conjunction with any other teachers, support staff and any other professionals that the child works with. IEPs/GEPs are shared with parents once they have been developed and again once they have been reviewed by all professionals involved where this is appropriate.

IEPs/GEPs will include:

- Pupil category of need and main concerns
- School and external agency intervention
- Targets, criteria for success, strategies and outcomes

IEPs/GEPs will be reviewed and updated regularly, with all outcomes recorded. Where a target has been met significantly before a review is due another target will be added if this is felt to be appropriate by the class teacher or SENCo.

Graduated response

Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Pupils identified as having SEND will be supported at an appropriate level. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support and further advice from external agencies to ensure pupil progress and that pupils' needs are met. Professionals from external agencies will be invited to contribute to monitoring and reviews of progress in cases where they are involved in supporting and planning provision for pupils. Parents will be kept fully informed about the involvement of any external agencies and any proposed support/intervention.

Education and Health Care Plans (EHC)

If pupils have a high level of need and are not making adequate progress through support provided from school and external agency intervention school may apply for an Education and Health Care Plan. In these cases, assessment for an EHC plan can be carried out, with the local authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided then the local authority will set out the provision needed, following multi-agency meetings, and this will be reviewed yearly.

Transition

SEND pupils are supported through all aspects of transition with individual needs being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. IEPs/GEPs will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENCo from the new school and we will ensure that all documents are passed on as quickly as possible. When pupils transfer to junior school the SENCo will discuss the specific needs of pupils with the SENCo of their junior school and transition visits will be arranged between the two schools.

Admissions

For the admission of children with special educational needs, school adheres to the Local Authority Admissions Policy 2014/2015 which can be found at:

www.derbyshire.gov.uk/admissions

Medical conditions

‘The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014). ‘

Langley Mill CE (Controlled) Infant School & Nursery Infant School adheres to the above and ensures pupils with medical needs have their needs met through appropriate arrangements, which often take the form of individual health care plans. Where these are required they will be developed in liaison with the School Nurse and parents.

Record Keeping

The school keeps a central register of all pupils who have been identified as having SEND. The register records detail of child’s name, date of birth, nature of concern, date of registration and/or withdrawal from register. The SENCo and Head Teacher keep copies of the school register. Each child identified as having SEND has their own individual file. This contains information re any observations, IEPs/GEPs, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These files are kept in secure areas by all class teachers which can be accessed by the SENCo, Head Teacher, Assistant Head Teacher where appropriate.

SEND Information Report

The school sets out its SEND information in the SEND Information Report developed by the staff, parents and governors of the school. This report is accessible on the school’s website at <http://langleymillinfantschool.co.uk> and in leaflet form and is intended to provide parents with the information that they require to make informed decisions about their child’s education. The 4 key aims of our local offer is for it to be collaborative, accessible, comprehensive and transparent.

Roles and Responsibilities

SEN Co-ordinator (SENCo)

- The day to day operation of the school's SEN policy.
- Supervising the provision of school based support for pupils, in consultation with class teachers, teaching assistants and team leaders.
- Review and maintain Gifted and Talented register.
- Monitoring quality of experience for pupils with Special Educational Needs, including IEP's, differentiation and other intervention strategies.
- Liaising with teachers and teaching assistants to ensure high quality progression and continuity for pupils.
- Offering support to all staff relating to SEN issues.
- Managing the Annual Review process for all pupils with Statements of Special Educational Needs.
- Liaising with the Governing Body and Head to ensure the smooth running of the admission process for children with Statements of Special Educational Needs, including the preparation of a SEN report for each Full Governing body meeting.
- Liaison with paramedical staff and other external agencies in relation to pupils' needs.
- Management of the SENST process.
- Liaison with parents.

Governing Body

The Governing Body, through the SEN Governor, liaises closely with the SENCo and the Head.

- Relevant documents and legislation
- Admissions
- Continuing Professional Development
- The progress of statementing procedures
- The LA role in providing resources to meet the needs of children who are funded through the enhanced resources.
- Finance for SEN
- The success and relevance of the Curriculum for children with SEN

The SEN Governor

The SEN Governor will:

- Report back to each Governing Body meeting
- Liaise with the Chair of Governors and the Headteacher before dealing with any grievances or complaints that may arise

The Teaching Staff

All teaching staff have a responsibility:

- To be involved in the development of the school's SEN policy.
- To be fully aware of procedures for identifying, assessing and making provision for pupils with SEN.

Resources

There will be regular updating of equipment in consultation with professionals e.g., physiotherapists, to ensure that the children's individual needs are met.

Every attempt will be made to ensure that:

Internal areas are:

- Organised to reflect knowledge of child development and, primarily, the needs and interests of the child.
- Organised to provide a full range of experiences.
- Organised to allow the withdrawal of children for individual/small group work by:
 - a) staff working on IEPs/GEPs in their classes
 - b) staff working with children with SEN
 - c) other professionals
 - d) withdrawal of children for medical reasons
 - e) withdrawal of children who are upset and distracted by the classroom environment

External areas are:

- Safe, secure and possibly enclosed
- Easily managed and supervised from a staff point of view
- Organised for adaptability with areas to stimulate a variety of opportunities for different types of play situations.
- All aspects of the Health and Safety Policy will be implemented.

Funding

Resources will be allocated according to a priority of needs as agreed by the headteacher, the SEN co-coordinator and the class teachers involved.

In-Service training in relation to SEN

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. Appropriate in-service training will be made available to teaching and non-teaching staff. Recent courses undertaken are listed in the continuing professional development (CPD) file.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.