



Hamp Nursery & Infants' School

Special Educational Needs Policy 2017-18

Mission Statement

Hamp Nursery and Infants School strives to provide every child with an enjoyable, achievable and positive learning experience. Children are encouraged, supported and stretched to reach their full potential.

Rationale

Hamp Nursery & Infants' is a school that is inclusive in its policies practices and outlooks. We aim to minimise any barrier to learning that children with Special Educational Needs may have.

There is a whole school approach to children with Special Educational Needs (SEND). The children are included and supported for both their educational and emotional needs. There are high expectations for all children. The children are supported with regard for the *Code of Practice 2015* and the *Somerset Core Standards for Children and Young People (0-25)*, focusing on early identification and working in partnership with the child, parents and outside agencies.

Aims and Objectives

We intend to provide:

- A whole school approach to children with Special Needs in which the teaching and learning achievements, attitudes and well being of every child matters
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- A school where all teachers are teachers of children with SEND who provide teaching which is inclusive
- Access to a broad, balanced and relevant education that takes into account the varied life experiences of each child
- Early identification and assessment of children with SEND
- Effective learning and emotional/behavioural support is given where and when pupils need it
- Extra support is given in such a way as to minimise the disruption to the child and to the class
- Involvement of parents in decisions made about their child
- The opportunity for pupils to give their views which will then be taken into account

The S.E.N. Team

Head Teacher Mrs S Bird

Deputy Head Teacher Mrs M Weatherburn

All Teachers and Teaching Assistants work closely with the school Senior Leadership Team and SENCO to deliver SEND provision. Where pupils require 1:1 teaching support the teaching assistant will also liaise with the SENCO and advisory support staff and outside agencies as necessary.

Accelerated Reading Programme delivered by teaching assistants Jane Chalmers and Jackie Cunningham

Home School Liaison Worker - (HSLW) Jo Newcombe

The role of the Special Educational Needs Co-ordinator (SENCO)

The named SENCO is Belinda White. The Special Educational Needs Co-ordinator is responsible for co-ordinating provision. She is consulted by the Senior Leadership Team about relevant issues and liaises with SEND Governor Mr Adrian Darby.

The SENCO, with the support of the Head Teacher, SLT and teaching colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement.

The key responsibilities may include:

Overseeing the day-to-day operation of the school's SEND Policy

- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers, teaching assistants and nursery practitioners
- Managing the work of those learning support assistants who are High Needs funded
- Contributing to the in-service training of staff
- Liaising with external agencies including the learning and behaviour support services, educational psychology services, health and social services and voluntary bodies

'Code of Practice 2015' and 'Somerset Core Standards for Children and Young People (0-25)'

What is the Code of Practice?

It is a model of action and intervention in schools and early year's settings to help children who have special educational needs. Hamp Nursery & Infants' follows this model.

It is designed to make sure pupil's needs are identified as soon as possible and action is taken to ensure they make progress that is good for them.

What are the Somerset Core Standards?

The 'Somerset Core Standards' is a framework which describes the entitlement of all children and young people in Somerset settings. The standards are based on the concept that all children have a basic school entitlement and recognise that there is a continuum of SEND. The framework focuses on a graduated approach to incorporate universal support for all children; Special Educational Needs Support (SEN Support), High Needs funding and support for children who have an Educational Health Care Plan (EHCP).

Somerset Mission Statement

All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.

The Graduated Approach in the Primary Phase

School Entitlement- Universal

All children have a basic entitlement relating to a broad and balanced curriculum and strategies provided to all pupils through high quality first teaching.

Features of Provision

- General whole school approach/method
- Safe and secure learning environment
- Working with children and parent/carers
- Positive communication with staff, parent/carers and children
- Staff have a positive attitude and approach to inclusion
- Broad and balanced curriculum
- Mathematics / Literacy curriculum
- Subject differentiated curriculum
- Working Behaviour Policy
- Subject differentiated curriculum
- Children's strengths and weakness are identified
- Children's progress is tracked and reviewed regularly
- High expectations for all children are realistic
- Classroom organisation to support learning and behaviour

- Transition is planned to support children's individual needs
- Access to SENCO in consultation
- Parents/carers are informed about local services

SEN Support

This is when a class teacher or nursery practitioner identifies that a pupil has SEND – the class teacher or practitioner, with the advice of the SENCO may devise/use interventions additional to or different from those provided as part of the school's usual differentiated curriculum on offer under provision for all and within the Quality First teaching.

Features of Provision

- Children are recorded as 'SEN support' on school's SEN Register and parent/carers are informed
- Views of children and parents/carers are regularly sought
- SENCO may collect further relevant information on the child
- SENCO/ school staff may make further assessments of the child
- Additional support is planned, monitored and reviewed regularly in partnership with children and parent/carers
- Resources are put in place to support the child
- School staff liaise with relevant agencies and support services to support and advise on identified needs

At this stage, a child will have an Individual Education Plan (IEP) and/or a Pupil Passport highlighting their needs. The class teacher or nursery practitioner remains responsible for working with the child on a daily basis and for planning and delivering the child's IEP. This may also involve the SENCO or Teaching Assistants (TAs) or nursery practitioners.

Pupil Passports

When children are initially identified as needing SEN support, class teachers, teaching assistants and pupils will develop an individual Pupil Passport. The SENCO may also contribute to a child's passport.

The Pupil Passport outlines a child's likes and views and highlights their particular strengths, as well as identifying the main type of SEND need/s that they have and will record how these needs are being met within the class.

Class teachers and teaching assistants will discuss and share a child's Pupil Passport with parents during termly parent meetings. The Pupil passports are regularly reviewed and updated on a termly basis and are passed on to the child's next class teacher. They will continue to be updated and reviewed alongside an IEP while the child continues to receive SEN support.

Currently, Pupil Passports have been developed in Reception and Year 1 classes and will continue to roll out in to Year 2 classes in 2017-18.

Individual Education Plans - IEPs

IEPs are one of our main vehicles for SEN provision and are also a key means for evaluating the effectiveness of that provision. They aim to:

- Detail provision and targets that are additional and different from those generally available to all pupils
- Promote effective planning
- Help pupils monitor own progress
- Result in the achievement of specified learning goals for children with SEN
- Keep parents involved and informed of their child's progress and needs.

Targets

The targets should be SMART

Specific
Measurable
Achievable
Relevant
Time bounded

They should focus on these specific areas of need, as necessary for each child:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical, Medical and Alternative Communication
- Hearing Impairment
- Visual Impairment

The Process

If a child is thought to need an IEP:

- Targets are set
- These targets are then reviewed termly, or half-termly, with all concerned with the children

Children in the Nursery and reception classes and those working at a pre-level of the National Curriculum will be targeted using the Early Years Foundation Stage Curriculum. If a child is still working below the expected standard for Year 1 at the end of Y2 they will be targeted using the 'P' scales assessments or equivalent.

Review IEPs:

During the review the following areas are discussed:

- Targets achieved
- New Targets to be worked on
- Ideas for supporting children, e.g. behaviour strategies, ideas for differentiated work, how the targets can be met
- Use of TA and practitioners and small groups
- Effective planning.

Progress

Progress is demonstrated when:

- Some or all targets are achieved
- The child's previous rate of progress is maintained or improved
- There is evidence of improved behaviour and/or emotional development
- A higher level of independence is achieved.

High Needs

A few children may require a higher level of support for more complex and long-term difficulties. These children will usually receive a high level of involvement from outside agencies, such as advisory support teachers and therapists. Triggers for intervention are that the child is making little or no progress (in specific areas) despite strategies that are additional to and different from those provided as part of a highly differentiated curriculum and SEN support.

Features of Provision

- The school and parents/carers are often provided with advice or support from outside agencies
- Often additional support or resources are put into place
- Staff delivering specific support receive relevant training
- Support may include a multi-professional, co-ordinated assessment of SEN often including education, health and care services
- An Annual Review process is in place
- Children and parents/carers are involved in target-setting and decision making
- A child may be considered by the Local Authority (LA) for an Education Health Care Plan (EHCP)

LA Action

The LA may be asked to complete an Education Health Care Plan where evidence demonstrates significant causes of concern requiring access to resources/provision. Parents are also asked to contribute to an EHCP.

Features of Provision

The Local Authority may begin a statutory assessment when the child has not responded to relevant and purposeful measures at or SEN support and/or High Needs.

An Educational Health Care Plan is issued by the LA to determine:

- Placement at a school with specific SEN provision/resources other than the local designated school, or
- If a child is on Somerset's co-ordination list and has a high level of multi-agency involvement
- LA action to ensure close monitoring and provision. The EHCP will quantify provision and monitoring arrangements

The Role of the Teaching Assistant/ Nursery Practitioner

The TA or Nursery Practitioner should work in partnership with the teacher having access to planning and being clear on their role and the learning outcomes for the child or group of children they are supporting.

Assessment, Recording and Reporting

There are various methods of assessment, recording and reporting:

- High frequency word test
- Reading Tests in Year 1 & Year 2 – (Salford/Burt)
- Levelled Writing Assessments x 1 per term
- Teacher Assessment – continuous assessment of Key Stage 1
- Optional SATS – Standard assessment tasks undertaken by children in Year 2
- Early Years Foundation Stage Profile – continuous assessment of children throughout their reception year and beyond
- In-house reading and phonic records, which show progression of reading and phonic levels
- External Agency assessment
- Informal concerns expressed by Class Teacher, Nursery Practitioner, Teaching Assistant, parents

PARTNERSHIP

Parental Participation

- Nursery and school staff are available to talk to parents/carers informally
- Parents/carers of SEN support and High Needs pupils with IEPs will be kept informed of their child's progress
- Each term parents/carers will be given the opportunity to come in and discuss their child's progress and the new targets to be set
- Targets may be set for the child to work on at home
- If a child is to be discussed at the school consultation meetings, parental permission will be sought. The parents will then be consulted about any plans, which are suggested
- Parents are invited to meet with outside agencies and professionals working with their child
- Parents are offered the opportunity to access support from the Somerset Parent Carer Forum service www.somersetpcf.org.uk

Pupil participation

- School should be experienced by all pupils as warm and welcoming and open
- Children should have access to all the activities that make up school life

Children should be enabled and encouraged to participate in all decision-making processes that occur in education including:

- Setting learning targets
- Contributing to the assessment of their needs
- Contributing to the Pupil Passport, School Entry Plan Review and Annual Review

All children need to be a part of these processes, to know they are listened to and that their views are valued.

Links with other schools

Pre-School

The SENCO

- Liaises with Pre-schools
- Attends any appropriate reviews at pre-school placements and hosts School Entry Plan and Review Meetings.
- Attends termly Early Years SEND network meetings and training courses as appropriate
- Links with outside agencies such as Health Visitor, Occupational Therapist, Speech and Language Therapist, Educational Psychologist, Learning Support Services, Early Years Area SENCO/ Advisory teacher.

Links with other Primary Schools

- Half-termly school cluster group meetings – Compass Learning Alliance, SENCOs meet to discuss current issues and develop a support network
- Termly SENCO Network meetings held led by SSE SEN advisory teachers
- When a child moves schools the following procedure is followed:
 - Code of Practice paper-work is forwarded
 - SENCO to phone or send letter

Links with the Academy School

- Informal meetings with Academy SENCO
- Pre transfer liaisons
- Hamp Academy SENCO invited to Year 2 (EHCP and some SEN Support) Annual Reviews and Consultation meetings

Liaison with External Support Services

The school works closely with outside agencies that come into school.

Speech & Language Therapists
 Educational Psychologist
 Learning Support Services
 Behaviour Support Services
 Vision Support Team
 Hearing Support Team
 Occupational Therapists
 Physiotherapy Team

Home School Liaison Worker
Physical Impairment & Medical Service Team
Autism Team
Early Years SENCO Advisory Team
Somerset Support Services for Education

Liaison with SEN Governor

The named SEN Governor is Mr Drain Darby

- Termly meetings with SENCO to include learning walks to monitor provision for SEN Support and High Needs children
- Joint attendance at yearly SEND Governor/SENCO conference (usually during summer term).
- SEND report included in Report to Governors during summer term
- Information shared as necessary.

Evaluating SEN policy

This will be reviewed annually to:

- Ensure the Code of Practice is fully and successfully implemented
- Monitor the quality of pupil's learning including the effectiveness of class support and respective interventions
- An annual Report to governors

Complaints

As with all complaints, it is hoped that these can be dealt with in school by the class teacher, practitioner or SENCO. If the parent is not satisfied and wishes to make a formal complaint then there is an agreed procedure which will be followed.

Admission

For children coming into school with Special Education Needs a School Entry Plan is drawn up. If necessary part-time attendance may be negotiated with the parents to suit the child's needs. A School Entry Plan is reviewed once the child has settled in school, usually halfway through the autumn term.

Provision in Literacy and Mathematics

We are following national guidelines of inclusion for all children. Additional Literacy and Numeracy educational needs will largely be met within the structure of whole class Literacy and mathematics.

In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group on mental maths skills or phonics at their level. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, where they are available to consolidate key points.

In exceptional circumstances there may be times when teaching and learning strategies cannot be adapted to meet individual needs. In this case, provision may be made separately keeping as close as possible to the class objectives.

E-Safety

E-safety forms part of this and all other policies and e-safety rules/practices and procedures are followed by all staff and pupils at all times.

This policy was adopted on 11.09.17

Signed *B White* Print Name Belinda White

Position Held SENCO