

The Federation of Liphook Infant School and Liphook C of E Junior School

Special Educational Needs and Disabilities (SEND) Policy

Special Educational Needs

It is estimated that about 20% of children will have SEN at some time during their school career. For many these will be temporary and often overcome with a minimum of help. Very often parents are the first to be aware that a child has difficulties, although teachers and other professionals also may raise concerns. Staff, parents and others where appropriate will work together to help the child.

The Education Act 1996 states that:

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability, which either prevents or hinders that child from making use of the educational facilities available
- A child must not be considered as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.
- Special Educational provision means: educational provision, which is additional to, or otherwise different from, that made for other children of the child's age.

Principles

We value the contribution that every child can make in our schools and welcome the diversity of culture, religion and learning style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We seek to raise the achievement, remove barriers to learning and provide physical and curricular access to all.

A minority of children have particular learning and assessment requirements. These are likely to arise as a consequence of a child having special educational needs. A child has special educational needs (SEN):

- if he/she has significantly greater difficulty in learning than the majority of children of the same age or
- if he/she has a disability which prevents or hinders the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
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A child's special educational needs may relate to:

- learning difficulties in acquiring basic skills
- emotional and/or behavioural difficulties
- specific learning difficulty with reading, writing and/or number work
- speech and language problems
- communication problems which affect a child's ability to understand social communication, social situations and language
- physical disability
- medical or health conditions which may slow down a child's progress and/or involve treatment that affects their education

- hearing impairment
- visual impairment

Teachers take account of these difficulties and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. As a whole staff team we aim to provide a learning environment in which:

- All children feel included, secure and valued
- All children grow in self-confidence, develop independence and are able to achieve their best
- The effort and achievement of all children are recognised and celebrated
- We recognise that children learn in different ways and at differing rates
- The diversity of children's needs are recognised and met through a range of flexible, responsive and varied provision
- We endeavour to supply additional support at an early stage to children who are struggling in an area of their work
- We seek to work in partnership with parents; recognising the important role that parents have in their child's learning
- We expect high standards of behaviour and encourage children to develop respectful, caring relationships with one another, with staff and within the wider community

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she is being taught.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to ensure that the school meets the special educational needs of each child and seeks to maintain and improve provision wherever it is delivered
- to ensure that the special educational needs of children are quickly identified, assessed and provided for
- to ensure that external advice is sought as appropriate
- to make clear the expectations of all partners in the process, including parents and children, and to ensure that partnership works effectively
- to ensure that the children have a voice and their views and wishes are taken into account
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to ensure that regular monitoring of children allows staff to know they are making appropriate progress
- to enable all children to have full access to all elements of the school curriculum

Education Inclusion

Inclusion is a process by which schools, local authorities (LAs) and others develop their cultures, policies and practices to include all children.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches, resources and experiences

From September 2002 the SEN and Disability Act 2001 required all education providers to

ensure that disabled children are not treated less favourably or put at a substantial disadvantage compared to other children who are not disabled. Schools and local authorities have duties to prevent discrimination and facilitate inclusion.

In line with LEA policy, the school has a specific policy for inclusion, a copy of which is available from the office.

The role of the governing body

The Governing Body, in co-operation with the Headteachers, determine the school's general policy and approach to provision for children with SEN. The Governing Body:

- reports annually to parents on the school's policy for SEN
- have regard to the SEN Code of Practice
- have access to appropriate SEN training and literature
- are knowledgeable about the SEN budget and how funding and resources are deployed
- nominate one governor with responsibility for SEN

The Governing Body ensures that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy which follows LA guidelines. In the event of over-subscription, criteria for admission of children will not discriminate against those who have special educational needs.

The SEN Governor (see appendix) will liaise regularly with the SENCo and report back to the full Governing Body.

The role of the Executive Headteacher

The Senior Leadership team, which includes the Heads of each school, has responsibility for the day to day management of all aspects of each school's work, including provision for children with SEN.

The Senior Leadership Team (SLT) keeps the Governing Body fully informed and also works closely with the SENCo.

The role of the class teacher

The class teacher has responsibility for educating **all** children, including those with SEN, and for providing differentiated work that ensures access to the curriculum. All teachers should be aware of the procedures for identifying, assessing and meeting provision for pupils with SEN and are actively involved in the review process.

The role of the SENCo

The Special Educational Needs Co-ordinator:

- manages the day-to-day operation of the SEN policy and reviews it annually
- draws up and implements appropriate action plans for school improvement, development and maintenance
- co-ordinates the provision for, and manages the responses to children's special needs
- monitors individuals and groups and supports teachers in the classroom
- supports and advises colleagues
- draws up and maintains the school's SEN register and records all data detailing progress
- draws up and maintains the register of EAL children
- draws up and maintains the register of vulnerable children including those with FSM and medical needs
- acts as the designated teacher for 'looked after children'
- co-ordinates the support for children with emotional and behavioural difficulties and organises ELSA support

- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA
- plans with class teachers and LSAs appropriate SEN programmes for individuals or groups and helps organise the implementation of Learning Plans
- acts as the link with external agencies and other support agencies
- acts as a link to support and advise parents
- monitors and evaluates the special educational needs provision and liaises with the SEN Governor
- manages, monitors and liaises with LSAs (Learning Support Assistants) and conducts Performance Management
- updates files containing information and advice for LSAs, class teachers and parents
- organises Annual Reviews and writes the AR report
- liaises with nurseries and schools from which and to which children transfer
- identifies staff development and training needs
- attends INSET courses, courses related to Special Needs and disseminates information to staff
- provides INSET for LSAs and class teachers

Learning Support Assistants (LSA)

Learning Support Assistants work under the direction of the class teacher and the SENCo. In addition to providing in-class support they also withdraw children both individually and in small groups. They liaise with staff over the needs of individual children and have regular discussions with the Inclusion Manager with regard to implementing programmes of work, developing independence, accessing resources etc. Some of the LSAs have had additional training to support children with specific interventions such as Speech and Language therapy support, literacy and numeracy interventions, Emotional Literacy Support, etc.

Identification, Assessment and Intervention

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEN.

1. Action by Class Teacher - prior to the involvement of the SENCo, class teachers will be expected to have undertaken the following:
 - Use existing information about the child as a starting point
 - Highlight areas of skills to support in class
 - Use baseline assessments to identify what the child knows, understands and can do
 - Ensure ongoing observation/assessment provides feedback so that assessment informs next steps
 - Involve parents and the child
 - Ensure work is appropriately planned and differentiated
 - Ensure that records are kept up to date and passed to the next teacher
 - Identify and monitor those who are still not making sufficient progress at which point the SENCo should be informed
2. The class teacher and SENCo gather information and co-ordinate the provision in school. At this stage, an Individual Education Plan or a Learning Plan will be drawn up which sets out specific targets to be achieved and dates for reviewing progress. It details support, which is additional to and different from that provided as part of the usual differentiated curriculum. The children are involved in this process and parents are kept informed and receive a copy of each

child's plan. Plans are reviewed termly. The SENCo may use a variety of diagnostic and summative assessments to help identify strengths and weaknesses.

3. If progress is not satisfactory and/or more information is required, the child the teacher and the SENCo may be supported by outside agencies. Parents are consulted before any referral takes place. These external agencies may include:

Educational Psychology
Speech and Language Therapy
Occupational Therapy and Physiotherapy
Teacher Advisers for Hearing and Vision
Teacher Adviser for Physical Difficulties
Children's Services
Child and Adolescents Mental Health Service
Ethnic Minority Achievement Service
Primary Behaviour Support Team

4. For a small minority of pupils the support provided by school resources may not be enough to help them make progress. If there is evidence that the child's needs are long-term and complex the LA may consider the need for statutory assessment. The LA seeks a range of advice before considering the provision of an Education and Health Care Plan (EHCP). The needs of the child are paramount in this.

Progress – as part of the process 'progress' will be defined as one or more of the following:

- Closing the attainment gap between the child and his/her peers
- Preventing the attainment gap from growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of majority of peers
- Matches or betters the pupil's previous rate of progress
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's self-esteem or behaviour
- Improves access to the curriculum

If it is decided that all the special educational help a child needs cannot be provided from within the resources normally available to the school, an EHCP will be issued.

This document details the child's needs and special help and resources required. An EHCP is reviewed annually.

The LA has introduced an alternative to the EHCP that may be considered more appropriate. It is called a SEN Support Agreement (SENSA) and it is reviewed by the staff in school on a termly basis. The SENSA can be implemented and reviewed throughout a key stage. At the end of a key stage it must be re-applied for where appropriate. When children transfer to and from schools a Transfer Partnership Agreement (TPA) can be used. It still includes documentation that details strategies and targets so the next school is prepared and able to meet the needs of the child swiftly. No decisions are made without full consultation with parents.

Allocation of resources

SEND provision is funded mainly from the schools' overall budgets and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEN arrangements (LASC). The LA describes levels of support in terms of 'Waves'.

Waves of Intervention

Wave 1 support

This is the effective inclusion of all children in daily 'quality first teaching'. It is appropriate for the majority of pupils who are making average (or above) progress.

Wave 2 support

This entails small group intervention for children expected to catch up with their peers as a result of that intervention. This may take the form of additional help in the classroom - supporting differentiated activities, providing simplified instructions, going over things at a slower pace, using practical resources, pre-tutoring before a lesson, etc. or specific 'booster' programmes delivered in small groups.

The criteria for cognition and learning difficulties indicate that children who need this level of support are:

- those who are starting to fall behind
- those who may not reach age related expectations at the end of their current key stage
- those with a standardised reading score of between 79 – 84

Other considerations such as a low spelling age and/or poor writing skills will also be taken into account.

Wave 3 support

This entails additional highly personalised interventions delivered 1 – 1 or in very small groups. These programmes are timed and currently include SIDNEY, Accelerated/ Acceleratewrite and Precision Teaching.

Children who will benefit from this literacy intervention include those who are not making satisfactory progress and have a standardised reading score of 78 or below.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to: understand the relevance and purpose of learning activities experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. They differentiate work appropriately and use assessment to inform the next stage of learning.

Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We aim to set '**SMARTER**' targets, ie, targets that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime limited, **E**valuated, and **R**eviewed. This approach is helpful when setting the framework for monitoring progress.

Children are supported in a variety of ways as appropriate to their needs, including individual support, working in small groups and in class support. This is monitored and reviewed as necessary.

Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum and to actively ensure that curriculum needs are met.

Each school also provides a wide range of additional activities including a range of musical, creative and sporting activities and clubs. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.

Partnership with parents

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCo, either by telephone or by appointment, to discuss any worries or concerns.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and provide guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

The Support4SEND service (formerly Parent Partnership) is a free service which supports parents of children with SEN (see appendix). Additional information is available from the SEN department on request.

Pupil Participation

Children should be encouraged and enabled to participate in all decision making processes in their education, including the setting of learning targets and contributing to Learning Plans, discussions about choices of schools, contributions to the assessment of their needs and Annual Reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Monitoring and evaluation

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. The Governing Body report annually to parents upon the quality of education provided for and the achievement of pupils with SEN.

The school employs a series of methods to gather data including:

- regular observation of teaching by the Headteachers and other senior teachers
- analysis of the attainment and achievement of different groups of children with SEN, including value added data
- success rates measuring achievement of targets on Learning Plans
- scrutiny of teachers' planning and pupils' work
- the views of parents and pupils
- maintenance of assessment records that illustrate progress over time
- regular meetings between the SENCo and class teachers, LSAs and respective Heads of school
- performance management of the SENCo and LSAs
- identification of training needs and their impact
- regular liaison with the SEN Governor

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Other school links and transition

We recognise the importance of liaising closely with any school or nursery setting from which a child transfers. We also work closely with local secondary schools to which most children transfer. The SENCo from these local secondary schools will often visit the school during the summer term. Individual children in Year 6 are discussed and arrangements are made for the smooth transition of children with special needs. All relevant information is sent to the appropriate school.

The SENCos of the Bohunt pyramid also meet regularly to share information and discuss relevant issues.

Links with External Agencies and Support Services

We liaise with External Agencies and Support Services if we are concerned about an individual child or if we require further advice and help. During the year we may be in contact with the following services:

- Educational Psychology
- Clinical Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children and Adolescents Mental Health Service
- Ethnic Minority Achievement Service
- Support4SEND
- School Health Nurse
- Teacher Adviser for children who are Physically Disabled
- Teacher Adviser for the Hearing or Visually Impaired
- Parent and Family Support services
- Children's Services
- Primary Behaviour Support Team
- Bereavement Counsellor, Art/Play Therapist

Complaints

The school follows the guidelines set by the Local Authority in respect of any complaints from parents.

Policy Success Criteria

The success of the policy will be measured by how successfully the underlying principles have been met.

Specifically this means:

- a) All children on the SEN register have Education Plans that are reviewed half-terminally.
- b) Children achieve learning targets.
- c) Parents are kept informed when deciding the level of support to be given to their child.
- d) The effort children make at their own level is acknowledged in front of the whole school in the Good Books Assembly and positive behaviour is rewarded.
- e) There is a steady increase in the number of children moving off the SEN register (subject to the overall ability of the cohort).
- f) All records of children changing classes or transferring to another school are passed on within two weeks.

This policy was formulated by the staff and governors of The Federation of Liphook Infant School and Liphook C of E Junior School and will be reviewed annually.

Signed Date
Executive Headteacher

Signed Date
Chair of Governors

Appendix Glossary:

SEND – Special Educational Needs and Disabilities
SENCo – Special Educational Needs Co-ordinator
LSA – Learning Support Assistant
LA – Local Authority
EP – Educational Psychologist
SLT – Speech and Language Therapist
TPA – Transfer Partnership Agreement
MLD – Moderate Learning Difficulty
SpLD – Specific Learning Difficulty
SEMH – Social, Emotional and Mental Health
ASD – Autistic Spectrum Disorders
SLD – Severe Learning Difficulties
VI – Visual Impairment
HI – Hearing Impairment
PD – Physical Disability
SLCN – Speech, Language and Communication Needs
EAL – English as an Additional Language
FSM – Free School Meals
ELSA – Emotional Literacy Support Assistant
TLC club – Talking, Listening and Communication club
PSA – Parent Support Adviser

The named governor for SEN is Mrs Barbara Campbell, who can be contacted via either school on 01428 722036 (Liphook Infant School) or 01428 722490 (Liphook Junior School) The Chairman of Governors is Mr Steve Saycell, who can also be contacted via either school.

Support4SEND
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