

Rumboldswyke Church of England Infants' School

Special Educational Needs, Disabilities and Inclusion Policy

To be read in conjunction with our School Aims and Accessibility Plan

Principles

At Rumboldswyke we believe that all pupils are entitled to a broad, balanced and differentiated curriculum.

The differing needs of all pupils will be addressed by recognition of equal opportunities in every area of school life. Early and continuing parental involvement will be fostered to meet the educational needs of their children in partnership with school staff and the Local Authority.

Under the 1981 Education Act:

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/her.

A child has a 'learning difficulty' if he / she has a significantly greater difficulty in learning than the majority of children of his / her age, or he / she has a disability that either prevents or hinders him /her from making use of educational facilities of a kind generally provided in schools.

'Special educational provision' means provision, which is additional to, or otherwise different from, the educational provision made generally for children of his age.

It is estimated that 20% of pupils will have Special Educational Needs at some time in their school life. These needs are very varied. The Special Educational Needs and Disability Code of Practice identifies four broad areas of need;

Communication and Interaction-including speech, language and communication needs (SLCN) and autistic spectrum conditions (ASC)

Cognition and Learning-children with specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)

Social, Emotional Mental Health Difficulties-including disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder

Sensory and/or physical needs-including visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical disability (PD)

Practice

Roles and Responsibilities

The Governing Body must

- do their best to secure that the necessary provision is made for any pupil who has special educational need
- secure that, where the 'responsible person' - the Headteacher or the appropriate Governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the Local Authority
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to the SEND Code of Practice and Local Authority's Local Offer when carrying out their duties toward all pupils with special educational needs
- uphold complaints procedure if necessary
- evaluate SEND provision annually in Head Teacher's report to full Governing Body
- A SEND Governor monitors the SEND provision regularly and reports to governors
- ensuring the accessibility plan is monitored and updated, liaising with the Local Authority where necessary

Headteacher - has responsibility for:

- ensuring the SEND policy is implemented
- providing facilities for INSET
- ensuring that SEND procedures are carried out
- attending interviews with parents as necessary
- ensuring that the SEND Governor is informed of current issues and provision
- ensuring effective and appropriate CPD is available to all staff

Teaching Staff - have responsibility for:

- teaching the range of pupils within their class effectively across the curriculum areas
- identifying a child's special educational needs where appropriate, filling in relevant SEND documentation including Learning Passports through SENCo discussion and support.
- putting into place special arrangements to meet the child's needs
- keeping parents informed regularly of the child's progress, any concerns and any action to be taken
- informing colleagues and those concerned with the child of any information imparted by parents / guardians pertaining to the child's progress
- implementation of individual programmes as devised by self, SENCO or outside agency in liaison with parents
- ensuring any teaching assistant or supply teacher working with specific children are aware of SEND provision for individuals
- assessing the progress of children with SEND and evaluating success of individual programmes
- keeping accurate and detailed records of all SEND activities in Learning Passports, planning documents and additional support comment sheets as appropriate
- discussing individual SEND Provision with SENCo

SEND Co-ordinator (SENCo) - has responsibility for:

- keep SEND register up-to-date including those who are being monitored on Wave Two intervention
- co-ordinating the management of the child's special educational provision
- collation of SEND documentation for identified children
- ensuring each identified child has a SEND folder in each classroom containing outside agency advice, evidence of work and Learning Passport
- monitoring the impact of interventions through observation and tracking data
- providing support to staff on SEND procedures; supporting the assess, plan, do, review process
- attending SEND meetings with parents and outside agencies as necessary
- keeping staff and governors informed of new developments through staff meetings, inset and governor's meetings
- training staff on intervention programmes and relevant SEND training / developments
- working closely with all staff in prioritising children's needs
- contacting appropriate outside agencies as and when necessary and informing all involved with the child of any action taken
- keep up-to-date with CPD and attend any relevant training
- liaising regularly with Headteacher to keep her up-to-date
- supporting staff in planning and carrying out interventions and assessments when appropriate
- providing appropriate individual programme for children alongside class teachers
- ensuring that all individual programmes are followed
- attending SEND meetings with parents as necessary
- liaising with external support agencies / other schools where appropriate
- ensuring Learning Passports are completed for individual SEND programmes
- informing class SENCo of progress

Parents - have responsibility for:

- informing the school of any problems / concerns that may affect their child's life in school
- attending meetings requested by school about their child
- helping their child to gain maximum benefit from school by regular attendance and establishing good routines for bedtime etc. so he / she is well rested
- supporting targets provided by the school as indicating in the Learning Passport, carrying out suggested activities, and contributing to the review of targets with teacher
- Informing school of any external advice gained as a parent (Opticians, CDC, referrals, SALT letters / email)

Learning Support Assistants (LSA)

(LSAs) play an important role in the SEND provision for children and work with them under the guidance of class teacher, SENCO and sometimes outside agencies.

- liaise closely with class teachers
- liaise with SENCo, Headteacher, outside agencies where appropriate
- carry out work devised by SENCo or class teacher
- implement interventions for individuals in liaison with the SENCo
- record accurate observations and notes to support work undertaken in the Learning Passport or additional support comment sheet, directed by class teacher
- attend relevant training and CPD in relation to SEND when appropriate

Pupils:

- will be encouraged to be aware of their own responsibility within the partnership
- be involved with their target setting and review of targets with the class teacher/SENCo
- have a voice in their education-completing the one page profile with an adult and the Learning Passport questions

Local Authority - has responsibility to:

- provide a clear indication to schools and parents of the Authority's responsibilities to children and young people with Learning difficulties.
- provide a framework for individual needs within which the policies of each school are formulated.
- provide guidance to schools on identifying, assessing and providing for individual needs.
- assist governing bodies in their statutory duty to ensure that appropriate provision is made for children and young people with Learning difficulties.
- recognise special needs within the formula for allocating budget shares to schools.
- make arrangements to assess the educational needs of those children who have or may have severe or complex learning difficulties requiring the Authority to determine the provision for them.
- work with parents as partners which will include providing them with information about assessments and the way their child's needs are to be met.
- promote inter-disciplinary collaboration in identifying, assessing and meeting the individual needs.
- make or secure sufficient appropriate specialist provision for those children whose individual special needs cannot be met in an ordinary school from the resources available to the Governors or Headteacher.
- Establish arrangements to ensure that proper planning of new provision is made.
- provide a framework for the monitoring and evaluation of policy, practice and provision.
- support quality training for teachers
- provide up-to-date Local Offer on West Sussex County Council

Admission Arrangements

Our admission policy for children with SEND is the same as that for all other children. We are an inclusive school and in cases of severe SEND or disability we would work with the LA and parents to be able to meet the child's needs to the best of our ability. Our accessibility plan is reviewed annually to ensure available resources are targeted to enable the best provision we can for children with SEND or disabilities. We would not discriminate against any child with SEND in our admission arrangements.

If a child has an additional need prior to entry to school, the headteacher / SENCo will set up a transition meeting, inviting parents, all outside agencies involved with the child and pre-school leader / key worker to work on the best way to integrate the child into school. A Transition Action Plan will be devised with the parent/s and pre-school/nursery prior to entry.

Identification / Assessment / Monitoring and review procedures

It is very important that identification of children with Special Educational Needs and Disabilities should take place as early as possible so that the appropriate action can be taken. Concern will usually be expressed by a child's teacher or parents but the following information may also prove useful:-

Pre-school identification

First Team

GP

Health Visitor

Portage

Physiotherapists

Speech and language therapy

Preschool advice - checklists

Liaison with preschool SENCo

Education Psychologist

Pre-identification

4-5 year-olds initial visits

- observation by class teacher, preliminary concerns noted
- informal observation - reports and transition documents from preschool - nature of concern raised
- assessment of general areas of development on entry will apply to all children
- informal discussions with SENCo and headteacher

SEND Support Records

SEND Support Records are a pupil record system which ensures that information about children with Special Educational Needs and Disabilities is systematically recorded. It is designed so that at critical times when decisions need to be made about extending support to children with SEND, the essential information is at hand.

The information contained in SEND Support Records will be particularly important when a child changes school for any reason, and when a child moves from KS1 to KS2 Education. Provision of SEND support is made through a graduated response to meet pupil needs as put forward in the Code of Practice 2015. It is very important that staff read the information on the SEND Support Register, especially at the start of a new academic year. Parents should be told when information on their child is being recorded using SEND Support Records. SEND Support Records are kept in a locked cupboard in the School Business Manager's Office.

- The majority of identification of SEND will be by the class teacher working with parents, supported by SENCo and Headteacher
- The cause for concern will be formally registered by completing a Cause for Concern form, thus activating the SEND procedure
- The SENCo will maintain a register of children identified as having SEND and the support available
- Assessment of SEND children will be recorded in conjunction with the school's assessment policy

Provision

A graduated response to children's additional needs is based on Wave One, Two and Three interventions. (See appendix for Summary of Provision)

After initial SEND identification the following will apply:

SEN Support

The school calls upon external specialists to assess the child's difficulties and offer their advice. Specialists may include the Occupational Therapist, Speech and Language Therapist, Educational Psychologist, Physiotherapist, a member of the Special Needs

Support Service, offering advice for children with general/specific learning difficulties or advice for children with behavioural difficulties.

If there are complex SEND difficulties the Headteacher and SENCo may consider referring the child for an Education, Health and Care Plan (EHCP). Parents must be consulted throughout this process.

Request for an Education Health and Care Plan (EHCP)

If a child requires considerable support (at least 20+ hours per week¹⁻¹) and meets the requirements for an EHCP, we will then discuss with parents what further support may be available through the Local Authority. This may involve the school requesting an 'Education Health and Care Needs Assessment' to find out whether a child needs an Education Health and Care Plan (EHCP).

An EHCP is a detailed examination of a child's needs made by the Local Authority. Reports will be gathered from parents, the child's school and any professionals involved in the child's care. A child's school may request an assessment, or another agency involved with the child, or the child's parents. Specific provision will continue throughout this time and targets are shared with parents in the usual way. If the Local Authority agree that an EHCP should be issued, a copy of the proposed plan will be sent to parents and the child's school prior to the issue of the final plan in case any amendments need to be made.

EHCP

An EHCP detailing the child's needs will be produced. An EHCP either recommends provision which supplements and complements provision within the school, or designates an appropriate alternative school for the pupil to attend. This could be another mainstream school with a special support facility, or a specialist school. If the child is to remain at Rumboldswyke, this stage will involve monitoring his/her progress, recording the ongoing action and evaluating the impact of the action taken. New targets must be drawn up each term and these must be shared with parents. An annual review is required for each child with an EHCP

Transition Arrangements

On transition to Year 3, children with SEND will have additional visits to their new school if at all possible.

The SENCOs at both junior and pre-schools will set up a transition meeting to discuss individual children's needs, usually with parents involved. The teachers at both schools will also meet where possible to discuss transition for all children transferring to Y3.

SEND files will be transferred to the new school in order to inform the new teachers and SENCo. Schools will continue to liaise after transfer in order to aid settling in their new classroom / school.

Outside Agency Support available to school

Educational Psychology Service

Speech and Language Therapy Service

SEND & Vulnerable Learning Inclusion Team - Learning, Behaviour and Social Communication (ASC)

Novio-SEND training, resources and information service

School Nursing service

Holistix- Multi-agency Family Link Network

Primary Mental Health Worker

Physiotherapists
Occupational Therapists
Family Support Network Forums-multiagency meetings
Sensory support

Liaison

Every effort will be made to create positive working relationships with parents, pupils, health service, Local Authority, Social Service departments and other providers of support services. The class teacher, SENCo and Headteacher will ensure opportunities are provided for regular meetings. The SENCo provides weekly 'drop-in' sessions - open to all parents.

Parents As Partners

Parents have a very important part to play in the education of their child and are encouraged to be involved right from the beginning.

1. On the initial visits to school in the term prior to starting, parents are invited to stay with their child.
2. Early in the first term parents are invited to a meeting to explain what the children will be doing in school and how parents can support them.
3. Parents will also be encouraged to make individual appointments to discuss their child's progress and any concerns they may have.
4. Throughout the child's time in school, each teacher will make regular opportunities for parents to discuss their child's progress. Parents are also encouraged to contact the class teacher should they have any concerns about their child.
5. Parents and children are involved at every stage of the SEN support procedure, allowing opportunities to share their views and ideas.
6. All meetings with parents are recorded on the SEN support running log. Parent and child views are also recorded on the Learning Passport.
7. Feedback from parents is sought through questionnaires, diaries and viewpoints and is considered and discussed with members of the Senior Management.

In Service Training arrangements - (INSET)

When a need has been identified, INSET for teaching staff and LSAs will be discussed with the headteacher, and arranged in the usual way as part of the School Improvement Plan.

Resources

There are numerous resources stored in the Creativity Room and Staff Room. Support and teaching staff regularly review the resources and have free access to them. The creativity room is often used as an additional teaching space and has displays to support teaching and learning. The SENCo is available to discuss resources as appropriate.

Evaluation

Policy For Complaints

In general it is anticipated that the majority of parental concerns and complaints about anything relating to school will be dealt with at school level. Initially these may be handled by a class teacher, and later by the headteacher in the case of the Head's absence the Deputy Headteacher.

If the complaint remains unresolved at this level, a more formal complaint should be made to the Chairman of Governors.

Success Criteria

1. Children issued with Learning Passports have met individual tasks / targets
2. Records are kept on children with SEND
3. Teachers are more able to identify and support children with SEND
4. Outside agencies are contributing to the resources available to meet the needs of each child
5. Parents and children are consulted and involved throughout the SEN Support process
6. Governors approve allocation of resources for SEND in the budget

Written 2009

Reviewed and updated 2015

Reviewed and updated March 2017

Reviewed and amended Nov 2017

Next review date 2018-19

Appendix 2

Information Concerning The Identification Of Special Needs

Awareness of Learning Difficulties

When it is said that a child is experiencing difficulties the statement is usually based on a comparison of some kind.

- Child with child i.e. comparison of the child's development with others of same age, e.g. a child's attainments in basic subjects (reading, writing and number) may be compared with those of peers. If attainments are below the average range, then this child may be considered to have Learning difficulties. This type of comparison may be made through the use of a standardised attainment test or through on going assessment in the classroom.
- Within a child i.e. comparison of the child's development in one or more areas of the curriculum with that in the other areas e.g. child whose attainments in reading and written work are very much above average but whose number work is below average for his/ her age. He/ she may justifiably be considered as having Learning difficulties within this area of the curriculum.

Many children at some time during their school career have individual needs for which they require special help or other support. In most cases these special needs will be met by the school from within the resources available. A smaller proportion have more severe or complex Learning difficulties. Whilst the needs of most of these children are met in their school with extra support, others may require a special support facility or education at a special school.

Special Needs Associated with Learning Difficulties

Many factors contribute to Learning difficulties. There may be sensory difficulties which contribute to problems with reading, speaking, listening and spelling or behavioural problems which cause under-achievement.

Special Needs Associated with Medical Conditions

The Hearing Impaired Child

There are two types of hearing loss.

- Sensori-neural hearing loss results from dysfunction of the inner ear or of the neural pathways. The hearing loss tends to be consistent. Many children with significant Sensori-neural hearing loss wear hearing aids.
- Conductive hearing loss refers to interference with sound transmission in the outer or middle ear, which can develop and vary quite rapidly in some, particularly young children. This can cause difficulties for both teacher and child. The majority of conductive hearing loss is treatable by the intervention of a doctor but it can be long term or short term and / or recurring. This can have an inhibiting effect on language and general Learning development in the children. Some children with conductive hearing loss also wear hearing aids.

The hearing-impaired child may need a variety of types of support dependent on the severity and nature of the hearing loss. These may include:

- help with language and speech through conversation.
- special equipment to ensure access to the curriculum.
- remedial help generally but not because he or she is slow.
- all teachers being aware of his/her needs, not simply one.
- opportunities for experience of the full curriculum.
- one-to-one help from time to time.

The Visually Impaired Child

The visually impaired population includes as wide a range of abilities, difficulties and needs as are found amongst the normally sighted. The development of some will be on a par with their fully sighted peers whilst others may experience either global development delay or delay in certain areas. Most can set the same goals as their peers of equal ability but they may need extra time and support to attain these goals.

Speech and Language Impaired Child

Since language both reflects and mediates intellectual and social growth, children with communication difficulties are likely to be disadvantaged educationally and will accordingly require special attention.

Speech and language difficulties can be categorised into delayed speech and language and disordered speech and language. Within each of these categories it is also necessary to make the distinction between a receptive language component and an expressive language component; receptive skills are concerned with the understanding of speech, expressive skills relate to the use of spoken language.

Children with delayed speech and language follow the normal developmental pattern but words and their combination into phrases and sentences appear later than usual. Speech is less mature and less accomplished than is considered appropriate for the child's age or is common amongst peers. The child's speech would be similar to that of a younger child. The delay could be apparent in receptive language (i.e. how much is understood), phonology (i.e. the sounds used), syntax (grammar), and / or the child's use of language.

Children with disordered speech and language do not follow the formal developmental sequence in terms of onset of speech, rate of progress and patterns of acquisition.

The prime problem with a child with a speech and language difficulty will probably be an inability to learn in the accepted way. This is because learning relies heavily on verbal communication between teacher and child or between child and peers. It is common for such children to experience difficulties in learning to read, spell and write and problems relating to sequencing skills - range from dressing to learning to tell the time and the days of the week for instance - are frequently found. A secondary problem is likely to be the social and emotional one. Frustration may ensue on the child's or the teacher's side and the child may have difficulty in forming and maintaining relationships with classmates. Aggression, withdrawal and isolation may be features of such problems.

To reduce frustration and improve communication it may assist if the children are given more help in the way of non-verbal gestures and cues (e.g. facial expressions, tones of voice, hand movements), and if they are encouraged to use gestures themselves.

Specific Learning Difficulties

Attention should be focussed on children who appear to be of at least average ability but who experience marked learning difficulties in the areas of reading and spelling. Sometimes such learning difficulties can be attributed to previously undetected sensory problems, e.g. a particular hearing loss, visual defect, or to disrupted or poor teaching, occasionally to emotional factors.

There is also a subgroup of children who are failing in reading and writing and with whom none of these casual factors are present.

Children displaying specific learning difficulties of this form are sometimes labelled 'dyslexic'. For specific information on supporting children with dyslexic tendencies please see Dyslexia Friendly Statement appendix i).

The needs of the children with specific learning difficulties will naturally differ in certain respects from those of children with more general learning problems. The intervention by the teacher should be specific and personal for the child, and be based on his or her needs. If necessary, advice should be sought from the Education Psychology Service about the most effective ways of meeting such children's needs.

Children With Fine Motor Co-ordination Problems

A number of children have difficulties in fine motor co-ordination which are frequently reflected by poor handwriting, inaccurate or difficult use of scissors and manipulation problems.

Some of these difficulties can be exacerbated by a poor sitting position and considerable improvement can often be gained by correcting this.

Ideally the child should sit with both feet flat to the floor, leaning slightly forward but not place too much weight on the forearms. There should be a gap between 5-10cm between the edge of the desk and the child's body and the elbows should overhang the edge of the desk. As far as possible the size of the desk and chair should allow the child's head to be approximately 30cm from the paper.

The left handed should sit in such a position that the writing hand does not interfere with the writing hand of the adjacent child. This makes writing a tiring and tedious task and some children may need adapted pens and pencils to enable them to achieve a correct grip. Simple devices, including rubber bands or rubber sleeving may help. A triangular pencil grip can also be most helpful to younger children. The use of adapted or left-handed scissors may be a possibility for some children.

Special Needs Associated With Emotional and Behavioural Difficulties

The emotional behavioural category encompasses a range of behaviours from withdrawal and social isolation to aggression and disruption. Whilst acting out behaviours may be most readily identified by their impact upon others it is important to recognise that less overt behaviour may be equally significant and destructive to the individual pupil.

Pupil behaviour often varies according to the situation. A pupil may be well behaved with one teacher but poorly behaved with another, be co-operative when involved in one activity but disruptive when engaged in others. It is important that when discussing behaviour the language used and the descriptions given should be precise and as objective as possible.

The curriculum and its presentation to pupils is an important factor in managing behaviour. Behaviour difficulties often arise where work is inappropriate, or is perceived by the pupil to be irrelevant, too easy or too difficult. There is substantial evidence to indicate that learning difficulties often precede and give rise to behaviour problems.

One of the most important factors in determining behaviour within the classroom is the ability of the individual teacher to manage the immediate environment of the classroom itself. Many educationalists have identified as important features in successful classroom management such behaviours as: -

Establishing good personal relationships, through preparation and planning, appropriate choice of work, sensitivity to the needs of individuals and groups, vigilance clearly defined expectations of behaviour, and consistency of follow through.