



SPECIAL EDUCATIONAL NEEDS POLICY

PRINCIPLES/PHILOSOPHY

At Dorset Road Infant School, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum. The majority of children will learn and progress within the normal class situation.

The Inclusions Leader (SENCO) at this school is Deborah Oke. She can be contacted on doke3.305@lgflmail.org

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) and with the Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Dorset Road Infant School Safeguarding Policy
- Dorset Road Infant School Equality Plan
- Teachers Standards 2012

This policy was created by the school's Deputy Head teacher in consultation with the Governing body and staff.

To achieve the principles outlined in the SEN Code of Practice (2014), Dorset Road Infant School aims to:

1. Foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs, by focusing on aspirational outcomes.
2. Remove barriers to learning and raise expectations and achievement of pupils with SEN.
3. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs.
4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
5. Build confidence in all pupils with SEN by making the curriculum enjoyable and building on their strengths.
6. Work in partnership and collaboratively with parents, child and appropriate agencies. Make effective provision for resource entitlement for children with SEN.
7. Fully integrate children with Special Educational Needs and Disability (SEN), giving them full access to the Early Learning Goals and the National Curriculum.
8. Ensure there are trained and qualified personnel to deliver a quality education.
9. Notable achievements by all learners should be recognised and recorded.

OBJECTIVES

1. To identify and provide for pupils who have SEN so they become confident individuals living fulfilling lives.
2. To work within the guidance provide in the SEN Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEN.
4. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.
5. Assess children's achievement throughout the learning process to ensure success.
6. Enlist external support and links to voluntary organisations and other schools as needed.
7. To develop a strong parent/partnership link.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice 2014 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take and not to fit a pupil into a category. When planning, the school considers the needs of the whole child as well as their additional educational needs. There are four broad areas of need, as outlined in The SEN Code of Practice, 2014 -

1. Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- This may be because they have difficulty saying what they want to.
- Understanding what is being said to them or they do not understand.
- Use social rules of communication.
- The profile for every child with SLCN is different and their needs may change over time.
- Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and

complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.
- Children with an MSI have a combination of vision and hearing difficulties. The school also recognises that pupils may have needs which impact on progress and attainment that are not SEN. These include:
 - Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under

current Disability Equality legislation - these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

Dorset Road Infant School has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Where progress continues to be less than expected the Class Teacher, working with the Inclusions Leader, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

A GRADUATED APPROACH TO SEN SUPPORT

At Dorset Road Infant School we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children's needs we continuously assess and monitor children's progress against the National Curriculum (including the Year One Phonics Screening Test) and half termly testing and regular assessments in Year 1 and 2 as well as the Foundation Stage Profile.

At Dorset Road Infant all Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and

sometimes individual interventions or Early Intervention programmes. If Early Intervention support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' learning experiences and these pupils under the Code of Practice, are known as needing 'SEN Support'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The Head teacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Where necessary, the School Nurse, Speech and Language Therapists, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

The school has an Inclusions Provision Register which identifies children with SEND, it identifies the provision the children receive and their outcomes.

MANAGING PUPILS' NEEDS ON THE INCLUSIONS PROVISION REGISTER

There is an overarching provision register, which details all children who are receiving SEN support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the SENCO and the whole document is shared termly with the Head teacher and SEN Governor. The SENCO meets formally with each Class Teacher at the beginning of each term to review each child's progress, using a range of evidence. During this meeting ideas are shared regarding the next appropriate outcomes for the child, prior to meetings with the child and their parents, where in consultation, the plan (Individual Education Plan) for children is finalised.

Pupils needing SEN Support will have targets aimed at the particular area where they require 'additional support". All pupils identified with additional special needs will receive support in one or more of the following ways -

1. Small group work with the teacher
2. Teaching Assistant (TA) support
3. Differentiated work, modified timetable and environment

4. A specific intervention program (e.g. Reading Recovery, RML (Ruth Miskin Literacy))
5. Ideas for home support activities

There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The level of provision needed is decided by using progress data and outcomes from on-going assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Family Worker, Frances Linford.

If progress, data, and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENCO is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENCO and Headteacher, on advice of external services, are responsible for applying for additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for Top Up Funding or an Education and Health Care Plan (EHP).

CRITERIA FOR EXITING SEN SUPPORT

When a child consistently meets the outcomes set on their IEP or targets and is 'keeping up' with age appropriate expectations they will then receive Early Intervention strategies in the classroom and their progress will be monitored closely by the Class Teacher.

SUPPORTING PUPILS AND FAMILIES

The LA Local Offer can be found at <http://www.bromley.mylifeportal.co.uk>. These reports also detail links with other agencies to support families and pupils.

To ensure children with SEN are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings to the juniors is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and parents. Children in Yr2 have as lots of visits in the summer term as they need to make transition a process, not an event. SEN information is shared with the junior school to ensure a smooth transition.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEN

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the Headteacher, SENCO and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEN.

The Headteacher and SENCO regularly report on children's progress to the Governing Body.

The school has regular parent consultations when the progress of each child is discussed.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

TRAINING AND RESOURCES

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by the Educational Funding Agency (EFA). This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with additional needs. The SENCO, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The SENCO meets regularly with staff to review provision and training needs. A number of school staff are trained in -

- Skills Intervention
- Learning Intervention programmes, e.g. Ruth Miskin Literacy (RML)
- Reading Recovery
- ASD Training
- Team Teach (positive behaviour handling)
- Makaton (sign language)
- Speech and Language Therapy
- Sensory Room Training

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENCO also attends SENCO network meetings and cluster meetings in order to keep up to date with local and national initiatives.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a responsibility of all the staff at Dorset Road Infant School. This includes the following roles -

- SEN Governor with a responsibility to liaise with Inclusions Leader and monitor participation and progress of pupil's with SEN.
- SEN Teaching Assistants - all our Teaching Assistants are fully trained in implementing a range of intervention programmes.
- Designated Teacher with Specific Safeguarding Responsibility is Deputy Head teacher Deborah Oke and her Deputy is Heather Freeman.

However, all school staff have a responsibility to report any concerns in their absence.

- Designated Teacher for 'Looked After Children' and Pupil Premium is Deputy Head teacher Deborah Oke.

The school identifies barriers to learning through our on-going monitoring and evaluation procedures. We remove these barriers by ensuring that -

- All Teachers have with high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- Assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs.
- Rigorous monitoring of the impact of provision.
- High-quality pastoral care to support all learners.
- Highly effective use of time, staff and resources.

The school is on one level, for children to access. All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a range of school clubs, for example dance, cookery, music and multi-skills. All staff, including external providers, is briefed about the individual needs of each child so they can take part.

The Governing Body is committed to having a high level of support from TAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks.

The school is easily accessible for all pupils.

.The school has an open door policy and parents and carers are welcome at any time to discuss any concerns.

Admission

The school adopts the LBB admission criteria

- Sibling already in the school.
- LAC (looked after children)
- Proximity to the school

DEALING WITH COMPLAINTS

If you as a parent are concerned about any aspect of your child's education regarding SEN, please contact the Class Teacher, SENCO or Head teacher, as soon as possible. Written information about a formal complaints procedure is available from the school.

Bromley Local Authority (LA) provides a Parent Partnership Service, which can offer you advice and support about special educational needs issues.

BULLYING

The school is highly inclusive and is recognised as such by OFSTED. The school has no tolerance for bullying of any sort. The Anti-Bullying Policy can be found on our website at <http://www.dorsetroadinfants.org.uk> Pupil surveys report that children feel safe at school and know who to go to if they ever need help.

REVIEWING THE POLICY

This policy is reviewed annually by the Governing Body.

Staff reviewed: April 2015

Date ratified: April 2015

Date for review: April 2017

Signed : Head teacher

..... Chair of committee