
Marsworth C of E Infant School

Special Needs Policy

Date Reviewed: January 2019

For review by Curriculum
Committee January 2020

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These policies reflect legislation at the time they were last reviewed. Any changes in legislation will take precedence over anything printed in the policy.

SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirements laid out in the SEND Code of Practice June 2014 (updated May 2015) and has been written with reference to the following guidance and documents: the Equality Act 2010 and the Supporting Pupils at School with Medical Conditions (see above) as well as the DCHS Accessibility Policy and the DCHS Safeguarding Policy.

(This policy is drawn up with regard to the Children and Families Bill, the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010)

Aim

The aim of Marsworth C of E Infant School is to deliver high quality education that enables every student to achieve the best possible educational and other outcomes. This includes the student with Special Educational Needs.

The aim of the Special Educational Needs Policy at Marsworth C of E Infant School is to ensure consistency in:

- The definition of Special Educational Needs
- The identification and assessment of Special Educational Needs
- The provision for Special Educational Needs within subject areas
- The responsibility of all teachers for their students with Special Educational Needs

Definition of Special Educational Needs

The school welcomes diversity and seeks to help each student reach their full potential. In accordance with the Special Educational Needs and Disability Code of Practice 2014 (Department of Education),

“a child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age”.

SEN provision comes under four main areas of need as defined by the Code of Practice July 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

A student is considered to have Special Educational Needs if he/she has difficulties in any of these areas which call for special educational provision (SEP) beyond (i.e. additional to or different from) the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching.

Notes:

1. Cognition and learning includes specifically those students who are dyslexic
2. Behavioural difficulty does not necessarily mean a student has Special Educational Needs; likewise, a student's behaviour is not always a result of their Special Educational Needs even if they are recorded as having Special Educational Needs provision.
3. A student does not have Special Educational Needs solely because the language used at home is different from the language in the classroom.
4. There is a difference between a student with Special Educational Needs i.e. a student who has barriers to learning, and the student who is simply underachieving.

Admissions, Identification and Assessment

Admissions

Students with special educational needs are admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages parents to pass relevant information to the SENDCO prior to their child's entry to the school, and the SENDCO records their names on the special educational needs list. The SENDCO will arrange to liaise with the student and the parents in order to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with Statements or 'Education Health and Care plans' who are transferring schools and name DCHS as their preferred institution, we will work together with all relevant parties to ensure that the transfer arrangements are met.

Students are identified as requiring special educational needs support (SEN Support) either through the admissions process (through liaison with pre-school and parents), or further into their career at Marsworth C of E Infant School.

At Marsworth C of E Infant School we 'make reasonable adjustments to arrangements or practices to alleviate disadvantage and take reasonable steps to provide any necessary auxiliary aids and services to avoid disadvantage caused by disability'. Equality Act 2010

Identification

Students with possible Special Educational Needs at Marsworth C of E Infant School are identified through:

- Information received from pre-school/Nursery/primary schools at transition into Reception/KS1
- The initial concerns checklist completed by subject teachers and staff referrals.
- Parental input
- Private reports

NB: Private reports by Educational Psychologists or other professionals will be considered by the SENDCO although any interventions are determined by the school's own identification and assessment arrangements.

Assess-Plan-Do-Review

Where a potential Special Educational Need is recognised, the graduated approach known as Special Educational Needs Support (SENS) will be actioned. This is considered in terms of Assess-Plan-Do- Review. The student's needs and desired outcomes are at the centre of this approach.

Assess

Students identified with a potential Special Educational Need will be assessed using more formal assessment tools. These include:

- 3 Assessments by the Link Specialist Teacher for Cognition and Learning, or the Link Educational Psychologist
- 4 Recorded concerns, observations and individual assessments by class teachers

Plan and Do

The SEN Code of Practice 2014 places the teacher at the centre of the day to day responsibility for working with all students, including those with Special Educational Needs. Inclusive Quality First Teaching, differentiated for individual students, is therefore the first step in our response to students with Special Educational Needs.

This means teaching which:

- appeals to the learning preferences of all students i.e. multi-sensory teaching
- encourages students to become independent learners
- makes students recognise how they 'learn to learn'

We expect all students to make progress and we intervene if they struggle and do not. In addition to inclusive quality first teaching, more targeted support and evidence based interventions matched to an individual's needs will be considered. These might be in or outside the classroom, in small groups or 1:1, any withdrawal support rotates across subjects where possible, avoiding the core subjects of English, Maths and Science.

Any intervention will be student centred and will include consultation and collaboration with parents. The Special Educational Needs Co-ordinator will meet with parents, students and teachers as appropriate to discuss activities, support, responsibilities and goals that will help to improve progress.

Review

The review process is a crucial part of the graduated approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs (even when these students are accessing support from Learning Support Assistants, Learning Support Teachers and/or Specialist Teachers). Review is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is on more formal assessments, observations and work scrutiny.

If a student continues to make little or no progress, despite targeted support and evidence based interventions matched to their needs, the school:

- will seek specialist support from external agencies
- will request, where appropriate, that county carries out a statutory assessment of the student's needs

Education Health and Care (EHC) plan (formally a Statement of Special Educational Needs)

When evidence suggests a student is still not making progress despite being supported at SENS, the school will apply initially for high needs block funding (HNBF) where the student meets the criteria for an EHC plan, the school will make an application for an EHC plan after consultation with the student, parents and staff. The school will use external agencies and an updated Individual Provision Profile (previously known as Individual Educational Plan; IEP), with revised targets and strategies, will be drawn up. The student will receive support as directed by the Statement/EHC and the Individual Education Plan and this support will be reviewed each term, with an annual review as directed by the EHC plan. Appropriate training and communication will be offered to teaching staff. The school admits students who already have EHC plans or statements and makes appropriate arrangements for their support. The school will work closely with other agencies that have access to the student's EHC plan.

Monitoring the progress of students with special educational needs

Regular assessments are used to monitor every student's progress and thereby identify their needs. The school has both subject and whole school assessment policies. Regular assessments are made by the subject teacher including: baseline assessments in Year R; class assessments; termly progress tracking; These are recorded by the teacher on school data systems year on year, thereby enabling progress to be monitored and further action to be taken. The SENDCO/Assessment Co-ordinator extracts data relating to students with special

educational needs in order to monitor the progress of these students more closely and keep track of how they are progressing in relation to the rest of the year group.

Additional strategies used by the SENDCO include:

- Classroom observation,
- Work sampling,
- Work collaboratively with class teachers through progress meetings,

Coordinating and Managing Provision

The Special Educator Needs Co-ordinator at Marsworth C of E Infant School is responsible for the coordination of:

- The effective transition into Reception/KS1 of students already identified with Special Educational Needs (in collaboration with the Reception teacher)
- The day to day operation of the Special Educational Needs Policy (including Assess-Plan-Do-Review)
- The records of all students with Special Educational Needs, including all provision and outcomes
- Passing information to all teachers about the students they teach with Special Educational Needs
- Teachers having the skills, knowledge and understanding to provide high quality teaching and learning opportunities for all students
- The student centred approach to provision
- The active collaboration and consultation with parents of students with Special Educational Needs
- The development of a cohesive partnership of support between School – Student – Parents.
- The more personalised and individualised approach to meeting the needs of those students with either a Statement or an education, health and care (EHC) plan
- The Annual Reviews of students with either a Statement or an EHC plan
- Informing teachers of access arrangements and their responsibility for providing 'evidence of need as normal way of working' ; this evidence builds a picture of need long term in line with JCQ regulations as required for specific access arrangements, see appendix 1.
- Line managing the Learning Support Teacher (LST) and the work of Learning Support Assistants (LSAs), with a focus on specific interventions as opposed to unspecified in-class individual support.
- The representation of students with Special Educational Needs in terms of academic progress, attendance, participation in inter-house and extra-curricular activities, exclusion and bullying (and that these are proportionate to other students)
- Higher Needs Block Funding – The collaboration and consultation with Parents of children with SEN and Specialist Support Agencies to gather information and complete applications.
- Supporting parents and family

Local Offer:

The Local Authority's "Local Offer" is published online and can be found at <http://www.bucksfamilyinfo.org/localoffer>"

Monitoring and Evaluating SEND

The school renews SEND Policy annually and the procedure of how SEN is identified in school against current legislation. A review of SEN children on role or who are due to start takes place to ensure their needs are met.

Medical Conditions:

Reasonable adjustments are made in response to the individual medical needs of students at Marsworth C of E Infant School and access arrangements put in place as required under JCQ regulations.

Documents of reference:

The Children and Families Bill and the Special Educational Needs Code of Practice 2014