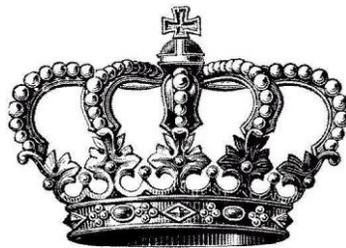


QUEEN'S DRIVE INFANT SCHOOL



**SPECIAL EDUCATIONAL NEEDS
POLICY**

March 2015

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

At Queen's Drive Infant School we believe that every child deserves the best educational start in life. Teaching children with Special Educational Needs is a matter for the whole school and every teacher is a teacher of every child including those with Special Educational Needs (SEN).

Our SENCo is Mrs Lynn Smith B.A. QTS (Hons) and can be contacted at school by telephone on 01733 343 914 or by booking an appointment. Senior Leadership Advocate for SEN is Mrs Sarah Skinner – Headteacher. Our SEN Governor is Mrs Mary Purdon.

AIMS

Queen's Drive Infant School provides a secure and caring environment and aims for positive outcomes for all pupils. We are aware of pupils' diverse and individual learning needs and aim to create an inclusive environment which meets the needs of each child and to raise the aspirations of, and expectations for all pupils including those with SEN. We focus on outcomes for children and not just provision and support.

OUR OBJECTIVES

- To identify, at the earliest opportunity, barriers to learning and provide for pupils who have Special Educational Needs and/or disabilities;
- To work in partnership with parents and ensure the views of them and the child are taken into account. If a parent asks us to look more closely at their child's learning we will investigate by monitoring more closely but we cannot offer diagnosis. If a parent asks we would advise them to contact their GP;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- To operate a 'whole school' approach in the management and provision of support for SEND;
- To work closely with outside agencies.

IDENTIFICATION

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- Has a greater difficulty in learning than the majority of others of the same age
- or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

There are some barriers to learning that may impact on a child's progress such as EAL, MENA, disability, attendance and punctuality, health & welfare but a child should not be regarded as having a learning difficulty solely on these grounds. However, some pupils within these categories may also be identified as SEN if their needs meet the criteria above.

At Queen's Drive Infant School we identify the needs of pupils by considering the needs of the whole child not just the special needs of the child.

Pupils with SEN are identified in the following ways:

- Pupils who have already been identified with SEN at a previous setting;
- Teacher concern and referral to the SENCo;
- End of Key Stage assessments (EYFS, KS1);
- School monitoring systems;
- The views and experiences of parents and pupils;
- Professionals meetings and information provided by social care;
- Information from and meetings with Health Care professionals.

Key factors considered when identifying a pupil as having SEN:

- If a pupils' progress is significantly lower than that of their peers starting from the same baseline;
- If a pupil fails to match or better their previous rate of progress;
- If a pupil is unable to close the attainment gap between them and their peers;
- If the attainment gap is widening;
- If a pupil fails to develop socially in line with their peers.

Once an initial concern has been raised and shared with parents and pupils in an appropriate manner, the pupil will be monitored closely.

GRADUATED APPROACH

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

At Queen's Drive high quality teaching, differentiated for individual pupils, is the first step on responding to pupils who have or may have SEN.

Where children fail to make progress in spite of the differentiated curriculum, we recognise that a form of extra provision that is additional to or different from the usual provision will be required. These children are recognised as needing Targeted / SEN Support. A further meeting with parents will be arranged to plan provision/interventions/outside agency involvements etc. **It should not come as a surprise to parent/carers that their child is SEN.**

- ASSESS** The first stage is to assess the needs of the child, to identify gaps and barriers to learning to give a greater clarity about the pupils' strengths and needs.
- PLAN** This will form the planning stage of the approach where provision can be put in place that is most likely to meet the needs of the child.
- DO** Everyone involved in delivering the targeted interventions has a clear understanding of the intended outcomes and this should be a focus in ongoing discussions about pupils' day to day learning.
- REVIEW** Progress and outcomes are reviewed every 6-8 weeks taking into account the views of the pupils, parents and all staff involved in teaching and supporting the child.

Pupils with SEN will have SMART (Specific, Measureable, Achievable, Realistic, Time) targets set in consultation with teachers, parents and the pupils which will be monitored continually.

Where pupils make little or no progress in specific areas over a long period, external support services will be consulted.

When a child has more complex needs requiring input from several services a co-ordinated plan may be implemented to enable the co-ordination of all the services involved to jointly produce the best outcome for the child. (This is not statutory)

Occasionally a child requires more provision than the school can provide and an assessment for an Education and Health and Care Plan (EHCP) may be requested from the Local Authority.

EXITING THE SEN RECORD

The decision for a pupil to exit the SEN record will be made as part of the review cycle and will take into consideration the views of pupils, parents, teachers and all professionals involved. This will usually be when a child is making good progress and has significantly closed the gap in their learning.

SUPPORT FOR PUPILS AND FAMILIES

We aim to have a good and informative relationship with all our parents and the school publishes a SEN Information Report which is updated regularly. Meetings are held to support the transition of pupils into school, moving to a new year groups and to Junior School. Some children require more support at these times and transition plans involving books, passports and visits are used to facilitate their smooth transition.

Further information of SEND provision can be found in the Local Authority Local Offer.

Queen's Drive Infant School also publishes a SEN information report.

MEDICAL CONDITIONS

Queen's Drive Infant School recognises that pupils with medical conditions should be properly supported to enable them full access to all aspects of school life. They may be disabled and/or have SEN. Parent/Carers have a responsibility to inform the school of any medical conditions, including changes.

MONITORING AND EVALUATION

The school regularly monitors and evaluates the provision for pupils through:

- Observations, planning and book scrutiny;
- Parent questionnaires;
- Pupil Interviews.

The success of the SEN policy can be measured primarily through the progress of pupils using one or more of the following criteria:

- The attainment gap for the pupil has not widened and may have reduced;
- Improved rate of progress;
- Access to an appropriate curriculum;

- Targets are met;
- Parents and pupils are involved in decisions about their education and are satisfied with progress.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at Queen's Drive are encouraged to undertake training and personal development. Individual SEN training needs are identified as part of the CPD linked to the performance management.

All teaching staff in school have access to training information, resources and advise to support children with SEN. We have an HLTA who is trained in sensory circuits and top-up sessions and a TA trained in programmes which enables staff to be more effective in their support of children with speech, language & communication needs.

The SENCo is responsible for the management of material resourcing for SEN provision within the school. Files holding information about present children with SEN are retained in a locked cupboard in the PPA room. Past information is in the school loft where it is kept for 25 years.

Information leaflets, books and magazines are available to be used by staff.

Provision for SEN is funded through Additional Educational Needs Funding and Local Authority High Needs Funding (Statements and EHCs). This funding is used to provide in class support and 1:1 support.

ACCESSIBILITY

Queen's Drive is disability friendly. We are a single level school with wide corridors and an easy access toilet. Adaptations to the physical environment could be made if and when required.

DEALING WITH COMPLAINTS

Complaints should be made to the Headteacher in the first instance to investigate. If the matter is not resolved complaints should then be reported to the Governing Body.

REVIEWING THE POLICY

This policy will be reviewed by the Governing Body annually.