

Knights Enham Nursery and Infant School.



Special Educational Needs and Disabilities Policy.

This policy is to be read in conjunction with the Local Offer.

Inclusion

Inclusion in education is the removal of barriers to learning, ensuring progress and attainment for all children regardless of their ability.

AIMS:-

The Knights Enham Nursery and Infant School vision:

- We will provide a caring, welcoming and safe environment that promotes quality first teaching and learning and that encourages high expectations for all children through an understanding of individual need.
- We will endeavor to identify barriers to learning and implement effective strategies to remove these to ensure that children can progress.
- All children will have access to the whole curriculum. Where necessary, extra resources will be provided or adaptations made to enable this.
- All children are individuals and as such will learn key skills and concepts at different rates. Some children may need to revisit this learning in order to successfully show understanding.
- Partnership and communication between parents/carers and school is vital.

RESPONSIBILITIES AND CO-ORDINATION OF PROVISION

1. The Head Teacher and Deputy Head are responsible for the day-to-day management of all aspects of the schools' work. Responsibility for the provision of children with special educational needs lies with the class teacher (Code of Practice 2014). This provision is to be coordinated and overseen in school by the Inclusion Manager (Special Educational Needs Coordinator).
2. The Inclusion Manager reports the policy and SEND Information Report Annually and keeps Governors updated with SEND through school.
3. The Inclusion Manager will liaise closely regarding strategy and direction for Inclusion. The Inclusion Manager will work closely with the Head Teacher and the Senior Leadership Team to ensure that provision is in place. Class teachers will liaise with the Inclusion Manager.
4. It is the responsibility of the Inclusion Manager to encourage and support all teachers and their role is central to the provision for special educational needs at the schools.

The Inclusion Manager is: Gemma Hill.

- The Inclusion Manager is responsible for:-
 - the day-to-day operation of the Inclusion and Special Educational Needs Policy
 - coordinating provision for children with special educational needs
 - maintaining the SEND registers and overseeing records on all pupils with special educational needs
 - alongside class teachers, liaising with parents/carers of children with special educational needs and disabilities.
 - contributing to the continuing professional development of staff (teachers and support assistants
 - liaising with external agencies

3. The Governors will:

- have awareness of special educational needs at the school
- monitor implementation of the policy through liaison with the Inclusion Manager and other relevant staff

PROCEDURES

Pupils with special educational needs are identified, needs determined and provision reviewed according to the Code of Practice 2014.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making significantly less than expected progress given their age and individual circumstances. Through further investigation, this may lead to the identification of a special educational need which may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(Section 6.17)

SEND is identified under 4 main areas of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

SEND is usually recorded as SEN Support or EHCP.

SEN support- children who require additional support. These children will be recorded on the SEND register and will have a Provision Map which will support the specific needs of the children.

Education Health and Care Plan (EHCP)- children who have needs which cannot be met by usual Wave 3 interventions. Children may have multiple professionals working with them e.g. SALT, OT etc. Plans are reviewed annually involving parents/carers and all agencies involved with the child.

Please note that children who have been issued with a statement will have these transferred to an EHCP during Year 2 or 6 or by 2017 (current guidance from HCC as of September 2016).

Provision for children with special educational needs will follow the assess, plan, do, review model as recommended by the Code of Practice 2014.

RESOURCES

Funds for children with special educational needs are allocated to the school via the special educational needs element of the school budget; this is calculated based on the number of children in the school. Using this budget, resources can be bought and allocated to children dependent on need. Resources may take the form of additional adults to support children with special educational needs. Any specific resources required for children are identified in Provision Maps and EHCPs. Where a child has special educational needs and is also entitled to pupil premium, this additional funding may be used to further support and enhance the learning experience for that child. Children with an EHCP or Statement may receive additional funding dependent of the number of allocated hours within their plan. The way this funding is used will be decided by the Head Teacher and the Senior Leadership Team.

Allocation of SENSA funding (since Sep 16) can be applied for by the Inclusion Manager in consultation with the parents and the class teacher. This can be applied for to support a child's specific needs and can support funding external agencies, e.g. Play Therapist, Occupational Therapist etc.

INCLUSION AND ACCESS TO THE NATIONAL CURRICULUM/ FOUNDATION STAGE CURRICULUM

Class teachers will plan for their class using medium and short term plans based on statutory guidance and recommendations from the National Curriculum 2014. These plans will deliver differentiation in teaching/learning for the range of pupils in their classes.

The Inclusion Manager, staff and parents/carers liaise over provision for children with more specific needs to ensure that their needs are met within the classroom and before any interventions are provided.

Provision Maps are then included in short-term planning for classroom organisation by class teachers and special educational needs assistants.

Where possible, all children are encouraged to participate fully in all aspects of school life, including off site activities.

MONITORING AND EVALUATION

The school's policy and provision for special educational needs are regularly inspected by the local authority and by OFSTED.

The Head Teacher and Senior Leadership Team monitor the work of the Inclusion Manager and regularly update the Governors in reports as to the SEND profile in each school.

Evaluation of practice can be made through tracking results of teachers' continual assessment, internal tests, SATs and at regular review meetings for individual children.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

We have a wide range of expertise in the school staff and we use them to support children in school. Staff have expertise in a range of areas; Speech and Language, Intervention Programme, Behaviour Management, ELSA and THRIVE. Staff are offered regular training and support through CPD.

Our newest addition is Forest School and this has been an opportunity for staff to continue CPD.

Performance Management of all staff is carried out twice a year. The Inclusion Manager is responsible for the Performance Management of staff with dedicated roles. Areas for CPD are discussed and actions put in place to ensure development.

USE OF EXTERNAL SUPPORT

The school makes regular use of a range of specialists and therapists, where necessary. These include Advisory Service for Visually and Hearing Impaired, Speech and Language Therapy

Service, Primary Behaviour Support, EMTAS and Norman Gate Outreach to aid the process of inclusion. Members of staff are trained to follow programmes for children on the advice of these agencies.

The school works in close cooperation with child health, social and education welfare services during formal assessment and when the school is providing for the child at any stage within the Code of Practice.

Early Help Hub assessment may be offered to families who require additional support within the home. This will involve regular meetings with all agencies involved with the family to ensure that targets are being met and that the home environment is suitable.

LINKS WITH OTHER SCHOOLS

The school liaises with relevant staff on transfer of all SEND children.

Prior to the transfer of a child with a statement or EHCP, the feeder school will invite the SENCo from the new school to attend the Annual EHCP Review.

All records kept for children, with or without statements/EHCPs, are sent within the statutory period.

Where appropriate, the school will consider giving children from special schools the opportunity for education within a mainstream setting. This may initially be on a part time basis upon liaison and agreement with parents and County.

ADMISSIONS

The school believes in inclusion, where possible. The intake of children is governed by the policy for admissions.

All new admissions to the school are organised by the Admin Team and delivered by the Year Group Leader. Any additional needs are followed up sensitively and thoroughly. If there are still concerns then the Year Group Leader will discuss this with the Inclusion Manager and a second meeting with the family may take place. A phased transition can be offered if the Year Group Leader and Inclusion Manager agree with parents that it is appropriate.

FACILITIES

Disabled parking is accessible in the car park and the school has a wet room and toilet. All the classrooms are on the ground floor with wheelchair access.

Whilst the school does not have special provision, links with external agencies are maintained and where possible, extra resources will be provided or adaptations made.

PARENTS/CARERS

It is important to work with parents/carers as partners. Contact will be encouraged through regular reports from the class teacher, both formal and informal. Children's achievements will be continually assessed and parents/carers invited to share in their strengths, areas for development and progress.

If a parent/carer has a concern at any time, they are welcome to contact the school. The first point of contact should be the child's class teacher.

The school promotes partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs. Staff recognise that the best results are achieved through an open and confident relationship where parents/carers' views are valued.

COMPLAINTS PROCEDURE

In accordance with Hampshire County Council Complaints Procedure (available in the school), if any parent/carer feels unhappy with provision for special educational needs, they should approach the school first.

If any complaint about the provision for special needs is brought to the class teacher, it will be referred to the Inclusion Manager and, if needed, it will then be directed to the Head Teacher.

In the event of the complaint still standing, parents/carers should write to the Governor c/o the school address, who will consult with the school and, if needed, forward the complaint to the Governing Body. (They will have set aside an Appeals Committee).

The Appeals Committee will also consider the complaint if parents are still unhappy with the outcome.



Signed

..... Date 04/02/2017.....

Chair of Governors

SEND- Special Educational Needs and Disabilities

SEN- Special Educational Needs

EHCP- Education Health Care Plan

SALT- Speech and Language Therapist

OT- Occupational Therapist

EP- Educational Psychologist

EMTAS- Ethnic Minority and Traveller Achievement Service

EGH- Early Help Hub

CPD- Continuing Professional Development