

Tornedale Infant School



Special Educational Needs Policy

February 2017

A child is considered to have special educational needs if he or she has a learning difficulty or physical disability, which calls for special educational provision to be made. Children have a learning/physical difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Aims and objectives

At Tornedale the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We believe that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved through quality first teaching, where work is differentiated to suit individual needs.

At Tornedale we try to

- Identify pupils with special educational needs as early as possible and ensure that their needs are met
- Maximise the opportunities for pupils to join in with all the activities of the school.
- Ensure that all learners have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.
- Encourage learners to develop confidence and recognise value in their own contributions to their learning giving them high self- esteem.
- Ensure parents are informed of their child's special needs, and to encourage regular and effective communication between parent and school.
- Encourage pupils to express their views and be fully involved in their learning.

- Promote effective partnership to involve outside agencies when appropriate.

In meeting these responsibilities, schools must have regard to the SEN Code of Practice.

SEN Code of Practice

The New Code of Practice (2014) offers guidance designed to help schools make provision for pupils with special educational needs. The new system aims to put each young person and their family at the centre of discussions about the support offered. The new code places an emphasis on the accountability of teachers for the progress of all children in their class, including those with SEN.

Admission arrangements

The school will follow the Local Authority admission policy. Children are introduced to the class in a sympathetic manner, visiting the new class and meeting the teacher.

The school will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having special educational needs. All applicants will be treated fairly as part of the normal admissions procedure.

The process of identification, assessment, monitoring and review

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can 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

It can include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs.

The first response to such progress will be high quality teaching targeted at their areas of weakness.

Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) extra teaching or rigorous interventions designed to secure better progress will be put into place. The pupil's response to such support can help to identify their particular needs.

All pupils receiving additional support / interventions will be identified on the school Provision map.

Their progress will be carefully monitored and evaluated by the Class teacher and the SENCO. Any child failing to make adequate progress will be identified as having SEN and will be placed on the register under one or more of the following 4 categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and health difficulties
- Sensory and/or physical needs

Pupils on the register will have an SEN support plan in place. The class teacher will meet with parents at least termly to set clear goals, discuss the activities and support that will help achieve them, and review progress, identifying the responsibilities of the parent, pupil and school.

Under the New Code of Practice (2014), children with complex SEN will be given an EHCP (Education, Health and Care) plan.

The school's provision for those children with special needs

- We will ensure that pupils with special educational needs join in the activities of the school together with those pupils who do not have special educational needs so far as is practical.

When planning visits outside of school the staff will take into account the needs of all pupils.

- All pupils will take part in sports with activities planned by staff for all abilities. All children will be able to take part in sports day.
- We will ensure that staff receive the relevant training and knowledge to allow them to carry out their role.

- Extra support can be organised in a variety of ways

- differentiated tasks

- extra support by classroom assistants in the classroom

- small group withdrawal activities through various intervention programmes.

- Advice from other agencies on how to modify/adapt teaching to meet physical needs such as hearing and visual impairments.

- Staff training to meet less common needs.

Special Educational Needs Coordinator

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator (SENCO), who is responsible for the day-to-day operation of the schools SEN policy. He or she will co-ordinate provision for pupils with SEN and liaise with parents, staff and external agencies. The Member of staff responsible for SEN at Tornedale is Miss Sarah Gaunt.

The SENCO is responsible for:

- Determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers and managing teaching assistants.
- Co-ordinating provision and overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Monitoring and evaluating SEN provision and reporting to the Governing body.
- Managing a range of resources linked to children with SEN.
- Raising the standards of teaching, learning and attainment for all children in school with SEN.

Governing Body and Governor responsible for reporting on Special Educational Needs

- The Governor responsible for Special Educational Needs is Mr J Candy-Torn. He has regular meetings with the SENCO to give informed reports back to the whole governing body at the termly meetings.
- Together the SENCO and SEN Governor ensure that the school prospectus, school website and local offer give correct and useful information to parents. This will include principles on allocating resources among SEN pupils, and will be accessible to the whole school community. This will happen annually.

- Governors will have regards to the Code of practice when carrying out duties towards all pupils with special educational needs.
- The governors will ensure that parents are notified of any decision by the school to make SEN provision for their child.
- Governors will play a major part in school self review and they are informed about the systems and outcome of monitoring and evaluation.

The Governors will also ensure that

- 1) they keep up to date about the school's SEN provision.
- 2) they ensure that the SEN provision is an integral part of the school improvement plan
- 3) the quality of SEN provision is continually monitored. The SEN profile issued annually by

Arrangements by the Governing body for considering complaints from parents of pupils with special educational needs relating to the provision made at school.

We welcome all contact with parents. We hope that parents would discuss any concerns with the class teacher, Deputy Head teacher/SENCO or Headteacher. If having done this they felt that the problem had not been dealt with in a satisfactory way the governing body can be contacted.

Under the SEN and Disability Act 2014 parents will also be able to request independent disagreement resolution and the school will make further information available on request.

Training and Advice

Training is through Local Authority, in house training and joint training with pyramid schools.

Partnership with Parents

We see this as vital to the child's progress. The SENCO will ensure that parents are kept up to date with information about their child either personally meeting with families or delegating the responsibility to the class teacher.

Parents will be asked to read the child's plan and an agreement will be made as to how parents can best support the child's learning.

School is always happy to answer any queries parents may have about the process, and a school leaflet is available to explain some of the terminology.

The Monitoring, Review, and Development Team will provide to assist in the evaluation.

Contacts

The nominated person for Special Educational Needs is Miss Sarah Gaunt

The governor responsible for Special Educational Needs is Mr Jason Candy-Torn.