

PETERSFIELD INFANT SCHOOL



A POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

To be read in conjunction with the SEND Code of Practice

Abbreviations used in this policy

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
TA	Teaching Assistant
PLP	Personal Learning Plan
HCC	Hampshire County Council
EHCP	Education, Health and Care Plan

POLICY STATEMENT

At Petersfield Infant School we believe that all pupils should achieve their full potential. The early identification of pupils' special educational needs and disabilities is therefore essential in order that all pupils can access and benefit from a broad, balanced curriculum delivered through an appropriate learning programme.

AIMS

- To ensure the early identification of pupils with special educational needs and/or disabilities
- To provide a staged approach to the assessment process and support those identified needs
- To develop a strong, positive and supportive partnership with parents
- To inform Hampshire Local Authority of any particular serious concerns as appropriate
- To adopt a whole school approach to Special Educational Needs and Disability ensuring that all staff receive appropriate training to educate and care for the pupils with whom they have daily contact

PROCEDURES

The SENDCo has overall responsibility for SEND at Petersfield Infant School.

Management

- The day-to-day operation of the SEND policy and the SEND Code of Conduct
- The support of teachers in identifying pupils with SEND
- Termly reviews and meetings with teachers / TAs to discuss the progress of individual pupils on the SEND register
- To oversee the special needs work of the TAs
- To co-ordinate the provision for pupils with SEND to include specific targeted group learning opportunities
- To maintain the school's SEND register and monitor the progress and records of all pupils with SEND
- To liaise with parents of pupils on the SEND register
- To contribute to the in-service training of staff
- To liaise with outside agencies
- To oversee the collation of evidence and the preparation of all documentation for annual review meetings
- To attend meetings / case conferences with outside agencies
- To support staff in the preparation of PLPs and in the communication of the contents to parents / carers at parents' evenings
- To report to the Governing Body on a regular basis and meet regularly with the SEND governor
- To manage the SEND budget

Teaching Assistants work under the direction of the class teachers. They may also support pupils with Education, Health and Care Plans. Their SEND responsibilities include:

- regular delivery of the PLP targets
- the involvement in the termly review of the PLP targets alongside the teacher and SENDCo
- the day to day support for pupils on PLPs
- the involvement in writing and reviewing PLPs with the class teacher / SENDCo
- keeping the SENDCo / teacher informed of individual pupils' progress
- attending and contributing to the annual review meetings

The Role of the SEND Governor

The SEND Governor plays a key role within the school to provide support and challenge.

Liaison with other settings and transition

We are committed to ensuring that there is excellent continuity and progression between ourselves and other settings. Effective liaison has been established between our school, the feeder pre-schools and Herne Junior School, to which the majority of our pupils transfer at seven years of age. Comprehensive records of all SEND pupils are passed on both in written and verbal forms. The SENDCo has regular liaison meetings with her counterparts in the other settings including Special Schools in order to facilitate smooth transfer. In the case of a pupil transferring to another school, all necessary information is forwarded to the school. Liaison with Special Schools takes place as and when appropriate and should the need arise.

Arrangements for Admissions to YEAR R for SEND pupils

The school follows Hampshire LA guidelines for admission of pupils into Year R, however where a child has a specific need, the entry pattern can be negotiated with the parents. Information is gathered through liaison with local pre-school providers as well as other relevant external agencies in order to identify pupils entering school with special needs. Parents are encouraged to discuss any concerns they have from the outset. Where necessary, a Transition Partnership Agreement meeting

takes place involving the child's parents, school and pre-school staff to agree additional actions to ensure a smooth transition.

Identification, Assessment and Provision for all pupils with Special Educational Needs and Disability

The school will:

- assess pupils' educational needs through ongoing teacher assessment as well as published diagnostic assessment material and standardised tests, if appropriate
- ensure that pupils with SEND have access to a broad, balanced curriculum through highly focused support, work and materials, as appropriate
- develop a strong and positive partnership with parents
- carry out the following agreed procedures in accordance with the Code of Practice
- identify and record any early concerns during half termly pupil progress reviews

There are two different levels of support :-

SEN Support

This refers to the first stage of support given within the school when concerns have been raised by parents or the teacher about a pupil's progress. If it is agreed that a pupil needs extra support, the parents will be informed and a meeting will be arranged between the class teacher and the SENDCo so that a PLP can be set up identifying:

- small learning steps or targets for the pupil
- the help that will be given and by whom
- a date when progress can be reviewed

Success criteria is also identified so that it is clear how we know when these targets have been achieved. It may be necessary to seek advice and support from outside agencies who can offer specialist help in setting targets for a pupil's PLP.

Education, Health and Care Plan

This refers to the next stage of help where a pupil has exceptional needs that cannot be met within the normal classroom support. Parents and/or the school can request that the LA carry out an assessment of a pupil which may lead to them having an Education, Health and Care Plan. This plan sets out the level of extra support that a pupil needs and sometimes extra funding is allocated from the LA for this.

Special Educational Needs and Disabilities Budget

The SEND budget comes from :-

- Education, Health and Care Plans (if applicable)
- the school staffing and resources budget
- turbulence funding
- the number of Pupil Premium pupils on roll

Arrangements for Partnership with Parents

Petersfield Infant School recognises that parents have a crucial role to play in partnership with the school in identifying, supporting and assessing pupils with SEND. The school supports a clear home/school agreement through regular discussions with parents/carers and by involving them in their child's learning wherever possible. Parents are actively encouraged to attend both formal and informal reviews to discuss their child's progress. PLPs are reviewed termly.

Complaints Procedure

Arrangements for considering complaints about SEND provision within the school will be considered through the normal complaints procedures, ie through the headteacher, governors and LA.

Special Facilities / Adaptations

In the instance of a pupil having a physical disability, professional advice will be sought from the relevant outside agencies and appropriate adaptations will be put in place. The school has an Equality and Accessibility plan to meet the needs of staff, pupils and visitors who are physically disabled. The current special facilities which increase or assist access to the school by pupils with SEND are:

- the front entrance door
- the south side entrance doors (which provide access to all of the ground floor in the main building)
- a ramp to access Year R located outside the south facing door
- a disabled toilet on the ground floor
- accessibility to all of the outside areas
- disabled car parking facilities which are available at the rear of the school, by arrangement

Support Services

The school is supported by various services on a regular basis. The involvement can be in an advisory capacity or on a monitoring basis.

The services include:

- ❖ Educational psychologist
- ❖ Speech and language therapist
- ❖ School nurse
- ❖ Health support groups
- ❖ Physiotherapist
- ❖ Occupational therapist
- ❖ Specialist teacher advisor
- ❖ Outreach services from Special schools
- ❖ Behaviour support services
- ❖ Children's Services
- ❖ Child and Adolescent Mental Health service (CAMHS)

The school values and appreciates the involvement of such agencies and operates an open-door policy towards other experts/specialists who wish to contribute towards the pupil's specific needs.

Criteria for Evaluating the Success of the School's SEND Policy

The criteria for evaluating the success of the school's SEND Policy are as follows:

- Pupils' needs are identified early
- Appropriate programmes with resources and support are provided
- Pupils make excellent progress in their learning

The effectiveness and efficiency of our SEND policy will be determined in the following ways:

- The SENDCo will monitor the programmes being carried out, in consultation with teachers, TAs and parents
- Pupils' progress will be monitored against PLP targets, the Hampshire audit steps, the National Curriculum criteria and standardised tests, as appropriate
- Value will be placed on pupils' behaviour and attitudes ie increased confidence and independence, greater self-esteem with an improved willingness to learn
- Clear, accessible and regular records of SEND teaching and reviews are kept
- The SEND budget is spent specifically on SEND provision

- Cost effectiveness will be monitored by the deputy and headteacher
- The SEND governor will seek to identify a clear sense of purpose and commitment to meeting the needs of the children on the SEND register through an annual discussion with the SENDCo and follow up report

Arrangements for SEND training

Resources will be allocated for SEND training and development to enable staff to carry out their duties effectively, to increase expertise within the school and to provide opportunities for professional and personal development. Staff development will be met through in-house training and/or appropriate courses, as identified through the performance management process or as the need arises.

The school's SEND Policy and its implementation will be reviewed annually by the SENDCo in consultation with other members of staff and governors.

