

The Federation of Grove House and Kings Park Infant Schools



Special Educational Needs and Disability Policy

Aims and Objectives:

At the Federation of Grove House and Kings Park Infant Schools we are committed to meeting the needs of all pupils and aim to minimise barriers for learning so that all pupils feel valued and achieve their potential.

We adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We also work in partnership with other agencies to ensure that all of our pupils' needs are met.

We believe that:

- All children with SEND should be offered full access to a broad, balanced and relevant curriculum.
- All children with SEND can make progress and deserve to have their progress regularly monitored, recognised and celebrated.
- All children with SEND and their families have the right to be involved in assessing progress and determining targets.

Definition of Special Educational Needs (SEND)

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Needs 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 he or 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 him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Information Report

The school sets out its SEND information in the SEND Information Report developed by the staff and parents of the school. This report is accessible on the school's website and is intended to provide parents with the information that they require to make informed decision about their child's education. The 4 key aims of our local offer is for it to be collaborative, accessible, comprehensive and transparent.

Categories of SEND

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical

Identification and Assessment

The school is committed to early identification of special educational needs and adopts a graduated approach to meeting pupil's special educational needs in line with the 2014 Code of Practice. The school recognises that early identification is key to improving long term outcomes for pupils.

To assist teachers in early identification of children with special educational needs we regularly assess and monitor children's progress against the national curriculum and Foundation Stage Profile. Action is taken if the pupil is making less than expected progress despite high quality targeted teaching within the classroom.

If a pupil is making less than expected progress the pupil will be discussed with the SENCo in order to decide if additional provision is required. Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective provision in place. This SEND support should take the form of a four-part cycle which is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Pupils identified as having SEND will be supported at an appropriate level. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support and further advice from external agencies to ensure pupil progress and that the pupils' needs are met.

Statement/EHCP

If pupils have a high level of need and are not making adequate progress through support provided from school and external agency intervention school may apply for an Education, Health and Care (EHC) plan. In these cases statutory assessment can be applied for, with the local authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided then the local authority will set out the provision needed, following multi agency meetings, and this will be reviewed yearly. Some pupils (those who have previously had a successful statutory assessment) may be supported in the same way through a Statement of Special Educational Needs and this will change to an EHC plan at point of transfer.

Provision

Planning focuses on delivering high quality teaching that is differentiated and personalised to meet the individual needs of the majority of pupils. Some children need educational provision that is additional to or different from this. The type of provision is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at the school to support learners with SEN across the year groups. We modify the provision map regularly and it changes every year, as our learners and their needs change.

Pupils who need provision that is different from or in addition to classroom provision will be recorded on the SEND register and their individual targets will be recorded on a Learning Passport. These are developed to support pupil progress in areas where the pupil requires additional support. These are written by the class teacher in conjunction with any other teachers, support staff and any other professionals involved with the pupil. The class teacher will also have a conversation with the pupil to discuss things they like and things they find difficult. These conversations will help the teacher to identify targets for the pupil.

Parents will be informed when SEND provision is being made for their child. They will also be involved in assessing progress and determining targets. Learning Passports will be shared with parents once they have been developed and again once they have been reviewed.

Transition

SEND pupils are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Learning Passports will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENDCo from the new school and will ensure that all documents are passed on as quickly as possible. When pupils transfer to junior school the SENDCo will discuss the specific needs of pupils with the SENDCo of their junior school and transition visits will be arranged between the two schools.

Medical conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the Healthcare Plan. Schools are

required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).’ Extract taken from SEND Code of practice 2014.

We adhere to the above and ensure pupils with medical needs have their needs met through appropriate arrangements, which often take the form of Individual Healthcare Plans. Where these are required they will be developed in liaison with the school nurse and Parents.

