

ST LAURENCE CHURCH INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

"Every child to learn and grow with God."

Introduction

It is part of our school's aims

"... to develop each child spiritually, morally, intellectually and physically within a Christian environment."

According to the Education Act 1996:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2014) states:

"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 he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which presents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."

Aims

- To provide an inclusive environment in which all children are able to reach their potential
- To ensure that the special educational needs of children are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To ensure that parents are able to play their part in supporting their child's education

Objectives

- To implement the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE July 2014)
- To follow the Birmingham LA guidelines for assessing and monitoring the progress of pupils with special educational needs
- To adhere to the Birmingham LA guidelines for Inclusion
- To implement the Equality Act 2010 ensuring the school's responsibilities are met with regard to reasonable adjustments and access arrangements
- To identify children with Special Educational Needs and/or Disabilities and co-ordinate provision for children with Special Educational Needs and/or Disabilities
- To manage the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To work in partnership with parents of pupils with Special Educational Needs and/or Disabilities, allowing them to play an active and valued role in their child's education.
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To liaise with early years providers, other schools, and independent or voluntary bodies to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To keep the records of all pupils with Special Educational Needs and/or Disabilities up to date
- To review regularly the policy and provision for special educational needs and disabilities

Management of Special Educational Needs and/or Disabilities (SEND)

All children are entitled to High Quality Teaching.

Children's needs are assessed by their class teachers on a regular basis to ensure that they are reaching their potential, making appropriate progress and that suitable support is always available to them. Children who need support in addition to that available to all children are identified as having Special Education Needs.

Their additional needs are met with extra support and/or interventions, provided by the class teacher or our experienced team of teaching assistants, in the classroom, as part of a small group or individually.

They include Literacy support programmes, direct teaching programmes, speech and language programmes, cognitive behavioural programmes and individualised teaching programmes designed around the specific learning style of a child. However the support is provided, and in whatever form it takes, our aim is to ensure that each child identified as requiring additional support is able to make progress against their targets and, therefore, achieve success.

Sometimes it is necessary to use the expertise of external agencies to ensure that a child's individual needs are met. As a school we work closely with these other specialist agencies. They provide us with invaluable advice and support with a range of special needs areas including those relating to social, emotional and mental health difficulties; physical and sensory difficulties; specific learning disorders and more complex special educational needs, as well as being available to offer support to parents with any concerns that they may have.

All children who are identified as having Special Educational Needs and/or Disabilities have an Individual Target Plan (ITP), a One Page Profile, a Physical Difficulties Management Plan or a Behaviour Management Plan written for them. These are reviewed regularly to ensure that progress is made against the targets and that the child has full access to the curriculum.

At all stages we believe that pupil and parental involvement is crucial. To this end parents are kept informed as to the progress of their child and the targets that they are working towards. As part of the Review process, parents with children with identified Special Educational Needs Register are invited to take part in a review of their child's provision and progress on at least a termly basis.

Personalised Support Programme

The Personalised Support Programme (PSP) provides tailored support to meet the needs of individual children who have been identified as having Special Educational Needs and/or Disabilities. The support is planned by the child's class teacher working closely with the SENCO. The child is provided with regular support, either as part of a group, or on an individual basis. The progress of the children on the PSP is regularly monitored to ensure that interventions are effective and that sufficient progress is being made.

The interventions that are available include, Language Land, Narrative Therapy, Colourful Semantics, I Can Talk Boost, METRA, precision teaching, Direct Phonics, Fun Friends, social-emotional skills, gross and fine motor control

support Wherever appropriate the first choice of intervention should be ones which are evidence based and time limited.

The Role of the SENCO

Special Educational Needs provision at St Laurence Church Infant School, in accordance with current Special Educational Needs and/or Disabilities guidance, is monitored by the Special Educational Needs Co-ordinator (SENCO) who is part of the School Leadership Team. The role of the SENCO is to ensure that children's specific needs are being met and that support is available where necessary.

The responsibilities of the SENCO are:

- Coordinating all the support for the children Special Educational Needs and/or Disabilities and delivering the school's Special Educational Needs and Disabilities Policy to make sure all children get consistent and high quality provision to meet their needs in school.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing the progress they are making.
- Liaising with external agencies.
- Overseeing all staff working with the children with identified Special Educational Needs and/or Disabilities and ensuring specific adjustments are made to enable them to be included and make progress.
- Making sure that all records for children with Special Educational Needs and/or Disabilities are up to date
- Providing support for school staff so they can help all children with Special Educational Needs and/or Disabilities make the best possible progress in school.

Admissions

It is the policy of the school and consistent with its Christian ethos, to admit children with Special Educational Needs and/or Disabilities as long as it is possible for the school to make appropriate provision, if necessary with the assistance of outside support.

Resources

Funding from the School Budget Share (SBS) is used to provide a high staffing ratio for children with Special Educational Needs and/or Disabilities. Top-up funding for children with an existing Education Health and Care Plan is accessed via the CRISP funding route which is allocated to the school depending on the individual needs of the children.

Monitoring

This policy is monitored by the Headteacher and the SENCO. They also receive support from the Infant School Governor designated as having a particular interest in special educational needs.

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