



CROFTLANDS INFANT AND NURSERY SCHOOL

Special Educational Needs Policy

Introduction:

Croftlands Infant and Nursery School aims for every child to feel valued and to achieve their full potential. Each child will be provided with a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities.

Aims and Objectives:

- To identify pupils with special educational needs as early as possible.
- To create an environment which meets the individual needs of each pupil.
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
- To ensure all pupils have the opportunity to feel valued, to experience success and to develop their confidence and positive self-esteem.
- To set challenging but achievable goals for all pupils and encourage them to be fully involved in their learning.
- To ensure parents have the opportunity to be fully informed about and engaged with their responsibilities of all partners in the process and provision of Special Needs.

Roles and Responsibilities:

At Croftlands Infant and Nursery School provision for Special Educational Needs is the responsibility of all members of staff.

The Special Educational Needs Co-ordinator is responsible for the day-to-day operation of the SEN policy.

The main duties are:

- Co-ordinating the provision for children with Special Educational Needs.
- Monitoring the SEN register.
- Liaising with and advising teachers and learning support assistants.
- Maintaining record-keeping for all children with SEN.
- Liaising with parents / carers of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Ensuring the governing body is kept informed of matters relating to Special Educational Needs including the SEN policy and deployment of funding, personnel and equipment.

Admission Arrangements:

The governing body complies with the LA admission criteria which is fully inclusive and does not discriminate against pupils with Special Educational Needs and has regard to the SEN code of Practice (2014).

Educational Inclusion:

At school we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of learning strategies and experiences.

Teachers respond to pupil's needs by:

- Providing support in all curriculum areas.
- Planning to develop children's understanding through the use of all the senses.
- Planning for pupils' full participation in learning and in physical and practical activities differentiated as necessary.
- Planning for pupils to manage their behaviour, enabling them to participate safely in learning.

This policy aims to ensure that teaching arrangements are fully inclusive. All children will be taught in their class groups whenever possible and only withdrawn when appropriate. The majority of children will have their needs met through normal classroom provision and appropriate differentiation.

Provision is made for small group support for literacy and numeracy, for communication skills and for social skills as and when appropriate.

Access to the Curriculum:

All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' Special Educational Needs. Lessons have a clear learning objective, work is differentiated to take account of variations in learning styles and assessment is used to inform the next stage of learning.

Individual Pupil Plans(IPP) contain a small number of SMART targets against which pupils' progress can be monitored.

Identification and Assessment Procedures:

Progress made by all pupils at Croftlands Infant and Nursery School is regularly monitored and reviewed. Pupils with needs which are different from, or additional to, standard class provision, may be identified in discussion with parents / carers, or through discussion with other agencies, by the class teacher in discussion with the SENCO, or through standardised monitoring and assessment. Pupils receiving additional resourced provision will be identified in a provision map. Individual learning programmes, where considered necessary, will be recorded in IPP form. These will be subject to regular review by teachers, support staff, parents and the child. When necessary, additional advice will be sought from appropriate agencies. When need is deemed to be complex, severe and ongoing, the school with support from outside agencies, will apply for an Education, Health and Care Plan assessment .

Allocation of Resources:

Children receiving additional support as a result of Special Educational Needs will be identified in a provision map. The additional support will be quantified and children's progress will be monitored to ensure effective use of the provision.

Staffing and Partnership:

The SENCO in consultation with the Headteacher, aims to ensure that all members of staff access relevant and appropriate training and information.

Parents are encouraged to take an active role in meeting their child's Special Educational Needs. They are invited to attend review meetings with the class teacher, Learning Support Assistant and SENCO. They are invited into school to meet any visiting specialists. We aim to take account of parents' aspirations for their children and we encourage them to take an active role in their children's education. The views of the child are important, we encourage children to be involved with their own target setting and include their 'voice' in the individual pupil plans.

Links with other Schools and Agencies:

Links with other schools will be kept to ensure a full exchange of information when any pupil changes school. Records will be transferred to the receiving school as soon as possible. There is liaison between schools to ensure that effective arrangements are in place to support students at the time of transfer. The SENCO will also liaise with other providers when a pupil with SEN is transferring to the school.

There is an ongoing link with Sandside Lodge School. We access resources and advice from Sandside via this valuable link.

We work closely with the LA Special Needs Service to ensure that all pupils access the support and the resources they require.

Complaints Procedure:

If parents are unhappy with the provision the school is making for their child with SEN, they should raise their concerns with the Head Teacher and SENCO, every effort will be made to resolve complaints within our setting. However, if parents still feel dissatisfied, they may raise their concerns with the school governor responsible for SEN or the Chair of Governors, in writing. If following this action the matter remains unresolved, then subsequent recourse can be taken through the Local Education Authority. The SEN Code of Practice (2014) outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

Success Criteria:

The success of this policy is judged against the aims set out above. The policy has been developed in consultation with the staff and governors and has been approved by the governing body.

Name and contact details of SENCO

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Review date;

Last reviewed April 2019

Next review date in April 2020