

The Alderton Infant School

Special Educational Needs and Disability Policy 2017/18

This policy should be read in conjunction with the SEND Information Report 2017/18, the Equality Policy and Child Protection Policy. These and other key policy documents are available on the school website.

Introduction

At Alderton we continue to value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. Working closely with Parents, Governors and the wider community, we provide a caring, secure and happy environment where every child matters and where each child feels valued and secure.

We have a shared expectation that all pupils, regardless of their special educational needs and disability, should be offered inclusive teaching which will enable them to make the best possible progress so they know they are a valued member of the school community. The range of support the school can offer will be tailored to individual need following thorough assessments by internal and / or external agencies.

The role of the Head Teacher – Mrs Sharon Dalby

- The Head Teacher has overall responsibility for the management of SEND practice.
- The Head Teacher liaises with the SENCo, SLT and staff on a regular basis regarding pupil progress, barriers to learning and intervention programmes in order to diminish difference.
- The Head Teacher coordinates regular pupil progress review meetings.

The role of the Governors including budget management

SEND Governor – Mrs Susie Worthington & Equality Governor – Mrs Sue Harris/Leggate

- The governing body demonstrate good financial management, thus the building and resources are fit for purpose and inclusive.
- There is a shared and clear intention that the needs of all pupils are identified and met as soon as possible.
- The quality, appropriateness and impact of the overall provision are kept under regular review. The school will use its available delegated budget to meet the needs of all pupils as well as utilising Pupil Premium Grant to finance interventions.

The role of Class Teacher

- Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching and an ethos of high attainment for all is the first step in responding to pupils who have or may have SEND.
- As a school we regularly monitor the quality of teaching for all pupils, including those at risk of under achievement.
- Contributing to devising personalised learning plans (One Plans), where appropriate, to focus on next steps required to improve your child's learning.

The role of the SENCO - Mrs Jane Carter

Our SENCo works four days a week, with admin support and holds the Advanced National Award in SEND Co-ordination. She is responsible for:

- Coordinating provision for children with SEND and developing the school's strategic SEND policy and day-to-day operation.
- Compiling the annual SEND Information Report
- Ensuring parents are involved in supporting their child's learning.
- Keeping parents informed about the range and level of support offered to their child.

- Including parents/carers in reviewing how their child is doing.
- Using a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties.
- Providing specialist advice and identifying and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Being a key point of contact with external agencies
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Supporting planning which takes into account individual pupil needs and requirements. This will be planned in a range of ways to ensure that pupils can experience success and challenge in their learning.

The role of the Teacher Assistant

In our school Teacher Assistants have a high level of expertise and they are an invaluable part of our SEND provision. Their role to support children on the SEND register includes:

- Sharing information with the SENCo and Class Teacher. They frequently are first in line to liaise with parents at the door.
- Deliver a range of intervention and support programmes which meet objectives and moving learning and development on.
- Support within class so that children have full access to the wider curriculum

Staff Expertise

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. This is reported to the Governing Body on a termly basis. Our SENCo has extensive knowledge of current local and national initiatives and policies that support pupils with a range of different needs. Some members of staff are trained in specialised areas including Elklan, Learning Mentor and gym trail.

Tracking

We assess learners continuously in order to track progress and make any necessary interventions. Children with a One Plan have their progress monitored and new targets are introduced as needed. Teachers and Teaching Assistants meet regularly with the SENCo to discuss children's progress. Pupil notes are kept on file by the SENCo or put onto Target Tracker.

Our Partnerships

The school is a proactive member of the Epping Forest Consortium and Epping Forest South Local Delivery Group. Both provide a network of support and access to a range of resources, training and professional advice for children with SEND. The school hosts Consortium SEND meetings and centrally held resource library.

The school works closely with a range of professionals for specific needs, including:

- Educational psychologists
- School Nurse and paediatric consultants
- LDG Family Support Worker
- Consortium Curriculum Support Manager
- LDG Counselling services, counsellors, play and music therapists
- Speech and Language Therapists
- Occupational Therapists
- LA Specialist Teachers
- NELFT (North East London Foundation Trust) EWMHS (Emotional Wellbeing & Mental Health Services)
- SAS (Statutory Assessment Service)

Signposting

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND (0-25years). Please see the SEND Information Report for further details.

Identifying SEND

A supportive classroom environment meets the majority of pupils' needs. Quality first teaching and targeted differentiation is paramount. Identification of Special Needs may come from the class teacher, parents, SENCO, or occasionally an outside agency. For a few children, SEND can be identified at an early age. Where this is the case, a planned multi-professional transition meeting is held before the child starts with us. However, for other children difficulties become evident only as they develop. Transition arrangements for children joining Reception or moving to the Junior School are robust.

Broad areas of need as outlined in the Code of Practice (September 2014) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

SEND Provision

The methods of provision for children with SEND follow a graduated approach in 3 “waves” details of which are within the SEND Information Report. The impact and quality of the support and interventions will be evaluated by the SENCO and staff, along with the views of the child and their parent. This will inform next steps in line with the “assess, plan, do, review” model.

Personalisation

The curriculum is adapted to ensure all children with SEND have the opportunity to take part in all aspects of school life, including out of school activities. Depending on need, parents may at times be asked to accompany pupils on trips to ensure pupil safety. Achievement and success is celebrated in class and assembly. Attendance is monitored. All areas are accessible for wheel chairs and there are two designated disabled toilets. The School Nurse is available to give advice and training to staff and assists in writing Care Plans. A number of staff are first aid trained and we are able to administer medicines as directed by parents. A number of staff are also trained in Epilepsy Awareness and the Administration of Buccal Midazolam.

Positive Behaviour and Social and Emotional Development

Disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there is a concern, assessments are made. A variety of causal factors may impact on a child's well-being and behaviour. Programmes are run in consultation with parents and children. These may include social stories and self-monitoring “on-task” booklets incorporating specific negotiated “rewards”. The Specialist Teacher (Social & Emotional) or the Educational Psychologist may be involved to give advice.

We provide a caring and secure environment where every child matters. There is a strong emphasis on pastoral support. All staff appreciate, praise and value the best efforts of every child. The Headteacher, SENCO and Learning Mentor offer advice and liaise with staff, professionals and parents as necessary.

English as an additional language (EAL)

EAL is not identified as a Special Educational Need within the Code of Practice and should come under the responsibility of the wider school community. Difficulties related solely to limitations in English as an additional language are not SEND.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. A Care Plan will be agreed with the involvement of family, staff and the school nurse. Our Medical Conditions Policy is on the school website.