

# Blackmoor Park Infant School and Kindergarten



## Special Education Needs and Disability Policy 2018

*“Learning and Achieving Together”*

Written By	Mrs C Pedersen
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Chair of Governors	<i>M.Greenway</i>
Headteacher	<i>J.Hitchmough</i>

## Special Educational Needs and Disability Policy

The term Special Education Needs (SEN) was replaced with the term Special Educational Needs and Disability (SEND) in 2011

The definition of a child with SEND is found in the 1996 Education Act, section 312;

“A child has SEN if she or he has a learning difficulty which calls for special educational provision. A child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children the same age. A child has a disability which either prevents or hinders the child from making use of educational facilities.”

The Department for Education published a revised SEN Code of Practice in April 2014. Changes to the operation of the SEN framework was implemented September 1<sup>st</sup> 2014.

### **Under the new changes**

- Education, health and social care are required to co-operate at a local level to meet children’s needs.
- Local authorities and health commissioning groups are required to work closely together.
- Early Years Action, Early Years Action Plus, School Action and School Action Plus has been replaced by SEN support ‘Assess, Plan, Do, Review’
- Formal Statements were phased out from September 2014 to be replaced by Education, Health and Care (EHC) assessments.
- Common Assessment Framework (CAF) have been replaced with the Early Help Assessment Tool (EHAT)

### **Identification of SEND with regard to the SEN Code of Practice 2014**

We place great importance on identifying pupils with SEND very early on so that we can help children as early as possible. Since the opening of West Derby Children’s Centre in 2008 the needs of some children can be identified under the age of 3 years. The Code of Practice describes how help for children with SEND in schools and early education settings should be made by a step by step or ‘graduated approach.’

Those children from Nursery to Year 2 with additional needs receive SEN support. Our school involves parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point is needed.

If a child is not making significant progress or is still having difficulties after strategies have already been put in place within school, then additional support or advice can be sought from our Specialist Agencies within Liverpool. Help can be given from specialist teachers from SENISS, the Educational Psychology Service, the Speech and Language Therapy Service or other appropriate health professionals.

Parents are consulted and kept informed at all times about their child’s progress through the use of One Page Profiles. Written consent must be given by the parents before outside support can be sought. Parents are included in all discussions and their views considered when any decisions are made.

### **Responsibilities**

### Mrs J Hitchmough (Headteacher)

Responsible for day to day management of all aspects of SEND provision.

Inform governing body of numbers of children receiving additional support from both within school and from outside support.

Work with the SENCo

### Mrs M Greenway (named SEND Governor)

Have regard to the revised Code of Practice 2014

SEND provision and progress monitored yearly through meeting with SENCo

### Mrs C Pedersen (SENCo)

Keep and update regularly the SEND Register

Monitor One Page Profiles and their reviews with parents

Provide support and advice to class teachers

Organise the effective deployment of the LSAs and LSOs

Attend training in order to stay up to date with current practise

Co-ordinate the provision for pupils with SEND with the help and support of:

Headteacher and Governing Body

Class teachers

Parents and children

Classroom assistants, support staff

External agencies

Support services

LEA

### **Admission Policy**

“We aim to offer equal opportunities for education to all children who are disadvantaged where such provision would be in the best interest of the child and feasible within the school community.” LEA

### **Provision for SEND at Blackmoor Park Infant School**

Assessment of provision

Planning and review

Differentiated work

Grouping for teaching

Additional resources

Curriculum and teaching methods

Extra help and support is provided in class whenever possible from the class teacher or classroom assistant where available. Differentiated activities and tasks are planned with all children in mind in all lessons and areas of the curriculum where appropriate.

Mrs C Pedersen provides help and support for individual pupils and teachers.

### **Areas of Need**

Special Educational Needs and Disability is divided into 4 broad areas of need. Some children may have more than one area of need, and their needs will be categorised as primary and secondary needs.

**Communication and Interaction** ~ difficulties with speech and language development

**Cognition and Learning** ~ thinking and understanding

**Social, Emotional and Mental Health** ~ how children relate to others, both children and adults

### **Sensory and/or Physical Difficulties**

At Blackmoor Park Infant School we seek to identify children with additional needs and to help them overcome their difficulties by providing a learning environment appropriate to their needs. Some children will need additional support for some or all of their time in school.

### **Assessment of Progress is made from:**

Observation

Monitoring progress through planning

Early Learning Goals at Foundation Stage

End of term assessments

Diagnostic testing provided by specialist outreach providers

Examples of work

Consultation with parents and teachers

Class teacher's knowledge of the child

Concerns expressed and noted

Transfer information from other settings

Parental concerns and information

After consultation with the class teacher, parents and the SENCo, the child's name is entered onto an initial concerns form along with a description of the concerns highlighted. After one term of monitoring the child's progress or behaviour, the class teacher and SENCo will gather information to make an assessment of the child's needs. Through this assessment it may be felt necessary to put the child on the SEND Register.

To give further support to the child, specific, relevant and achievable targets are set. These are recorded on a One Page Profile. The One Page Profile is reviewed three times a year with the class teacher and parents. Further targets are then agreed and set.

If it is felt that further intervention is then required, support or advice will be sought from outside agencies. After assessment with the class teacher, outside intervention and further monitoring of progress has taken place, it may be necessary to move towards an "Education, Health and Care" plan (EHC). The Local Education Authority then become involved. The EHC plan is reviewed annually with all those involved in meeting the child's needs and with the parents.

The number of the children on the SEND register may change regularly. Some children make progress with outside intervention and then no longer need that support.

Consultations take place between Mrs J Hitchmough and Mrs C Pedersen each term to track the progress of the children on the SEND Register.

This process also takes place between Mrs C Pedersen and the two Assistant Headteachers to identify small steps of progress or if further intervention is required.

November 2018