

HAZEL WOOD INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

PRINCIPLES/PHILOSOPHY

All teachers are teachers with children of Special Educational Needs (SEN). At Hazel Wood School, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with progression and achievement. However, some children experience considerable differences in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation, those who have differences may have SEN.

Based on Section 156 of the 1993 Education Act:

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Paragraph 1:3 of the 2001 Code of Practice contains the following definitions:

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

Children have a learning difficulty if they:

- 1. have a significantly greater difficulty in learning than the majority of children of the same age; or*
- 2. have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority*
- 3. are under compulsory school age and fall within the definition at (1) or (2)) above or would do if special educational provision was not made for them.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.*
- b) For children under two, educational provision of any kind.'*

AIMS

To achieve the principles outlined in the SEN Code of Practice, Hazel Wood School aims to:

1. Foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs.
2. Remove barriers to learning and raise expectations and achievement of pupils with special educational needs.
3. Ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs.

4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.
5. Build confidence in all pupils with special educational needs by making the curriculum enjoyable and building on their strengths.
6. Work in partnership and collaboratively with parents, child and appropriate agencies.
7. Make effective provision for resource entitlement for children with special educational needs.
8. Fully integrate children with special educational needs giving them full access to the Early Learning Goals and the National Curriculum.

PROCEDURES

This policy should be read alongside the Learning and Teaching Policy.

Identification/Assessment and Provision

The Local Authority (LA) allocates a budget to each school, based on a range of data, including SEN requirements, Early Years information and Socio-Economic factors. The funding obtained from the LA is devolved to all pupils with special educational needs within the school. At Hazel Wood School, the main proportion of the allocated budget is used to fund Teaching Assistants (TA) provision, which we believe is the most effective way to support pupils with additional educational needs.

At Hazel Wood we believe in early identification to inform us of any learning difficulty. To assist the teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum and Foundation Stage Profile. We also carry out a screening procedure (DEST) for the majority of pupils in their Reception year, to identify any specific literacy difficulties. The Hampshire SIDNEY programme (Specific Intervention for Dyslexia Notably in the Early Years) is used early in Year One to address the individual needs of the pupils whose DEST results indicate a need for further intervention.

To give specific help to pupils who are identified as having special educational needs we adopt a 'graduated' response, which recognises that there is a continuum of special educational needs (CoP para 5:20). At Hazel Wood all class teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Some pupils may need 'additional to or different from' (CoP pg 6) work tasks and these pupils under the Code of Practice, are known as 'School Action' (SA). For those pupils whose needs are more complex, school may liaise with outside agencies to support the pupils needs and these are known as 'School Action Plus' (SA+). The school has a provision map/SEN Register which identifies children and their provision.

'The triggers for intervention through School Action could be the teacher's, parents or others' concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- *makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness*
- *shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas*
- *presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school*
- *has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment*
- *has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.*

(CoP pg53)

Individual Education Plan (IEP)

Pupils at either the School Action or School Action Plus stage will have an Individualised Education Plan (IEP), which targets the particular area where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of the IEP targets. Where appropriate, pupils will be given group targets. The IEP targets will be worked towards and reviewed regularly with the pupil, teacher/TA and parent/carer. Parents are regularly kept informed of the intervention strategies being implemented with their child, and are invited to discuss any issues or concerns with the class teacher/Inclusion Manager informally, at any time. IEP review meetings are held once a term and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional special needs will receive support in one or more of the following ways:-

1. Teaching Assistant (TA) support
2. Differentiated work, modified timetable and environment
3. A specific intervention program (e.g. SIDNEY, PHONOGRAPHICS)
4. Ideas for home support activities

Statutory Assessment

The parents of a child and the school, may wish to mutually request a statutory assessment of their needs, which could lead to a Statement of Educational Needs.

ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a responsibility of all the staff at Hazel Wood. The SEN Governor, Anita Clarke, has the following responsibilities:-

- to ensure a summary of this policy is included in the school brochure
- to do her best to secure the necessary provision for pupils with special educational needs
- to report annually to parents about the success of the Governing Body's Special Educational Needs provision in the School Profile
- to ensure, as far as is reasonably practical, that children with special educational needs participate with children who do not have special needs
- liaise regularly with the Inclusions Manager to monitor and evaluate the progress of pupil's with SEN.

The Headteacher

The Headteacher, Mrs Cathy Davies, will be responsible for the provision for children with special educational needs, keeping the Governing Body fully informed and work closely with the Inclusions Manager, class teachers and TAs.

The Inclusions Manager

The Inclusions Manager, Mrs Fiona Cross, has the following key responsibilities:-

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs liaising with and advising fellow teachers
- managing Teaching Assistants in the teaching of pupils with special educational needs.
- overseeing the records of all children with special educational needs

- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Ensuring the smooth transition of pupils with additional educational needs to their new class/school or learning environment
- Ensuring all relevant records are transferred to the next teacher/Inclusions Manager
- Monitoring and reviewing progress of pupils with additional educational needs
- Ensuring that barriers to learning are removed and all pupils can access a full curriculum
- Monitoring and reviewing intervention programs for effectiveness
- Keeping up to date with current SEN training and Government initiatives.

Parent/Carer/Pupil Involvement

At Hazel Wood we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them.

If a pupil is identified as having special educational needs, the class teacher will notify the parent/carer of their concerns. The parent/carer and child will be fully involved in their education and will be supported with activities/strategies to carry out at home. Once a term the teacher and parent/carer and child will meet to review and update the pupil's IEP. Parents will be asked to sign their child's IEP.

If at any stage it would be helpful to seek the advice of an external professional, parental permission will always be sought before this is arranged.

Outside Agencies

The Headteacher, Inclusions Manager and class teacher should ensure the confidentiality for the pupil and family. Where necessary, the school doctor, nurse, children's services, education welfare service, teacher advisers and educational psychologists will be contacted and liased with in order to maintain the appropriate provision for a child with additional educational needs.

LINKS WITH OTHER SCHOOLS

The Inclusions Manager will maintain links with local schools by attending regular SENCo Circles, run by the Educational Psychology Service. When a child is to transfer to a new school we recognise that some pupils would benefit from individually planned programmes for transition. ALL the child's records will be passed onto their new school and their SEN requirements will be highlighted.

COMPLAINTS PROCEDURES/LA INVOLVEMENT

If you as a parent are concerned about any aspect of your child's education regarding special educational needs, please contact the class teacher, Inclusions Manager or Headteacher as soon as possible. Written information about a formal complaints procedure is available from the school.

Hampshire Local Authority (LA) provides a **Parent Partnership Service**, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

**This policy has been written in line with "Every Child Matters" (DfES 2004)
To Review November 2012**