



The Dragonfly Federation

East Ruston and Stalham
Infant and Pre-schools

A Flying Start for all



SPECIAL EDUCATION NEEDS POLICY

Introduction

A copy of the Stalham Infant and Pre School SEND Local offer report can be obtained from the school office or can be viewed on the school website.

A copy of the East Ruston Infant and Pre School Local offer report can be obtained from the school office or can be viewed on the school website.

In the aims of the federation we state that “we help each child realise their potential by providing a safe, caring environment where learning is fun and individual achievements are celebrated”.

The Dragonfly Federation provides high quality teaching that is differentiated and personalised to meet the individual needs of all pupils.

We recognise that children with special needs may need extra support and resources to achieve their potential and we are committed to providing this, to the best of our ability. We further recognise that self-esteem and self-confidence are important for all children and it is vital that we maintain these for children with SEN.

We also recognise that gifted and talented pupils have special needs too and aim to meet those needs through challenges and extension work. A separate policy for more able pupils has been compiled. Children identified as more able make up approximately 10 - 20% of children on roll.

Definition

Children have special education needs if they have a learning difficulty that calls for SEN provision. SEN provision is that which goes beyond the differentiated approaches normally provided as part of personalised high quality teaching.

Learning difficulties are defined as:

- Having significantly greater difficulty in learning than the majority of children of the same age.
- Having a disability that prevents or hinders them using the school building than children of a similar age use.

Children must not be regarded as having learning difficulties if their home language is different from that of the language of the school.

Objectives

- **To recognise that every teacher is responsible and accountable for all pupils in their class, that all staff hold high aspirations for all pupils and employed 'Challenge for all' in order to ensure that all pupils reach their full potential.**
- To identify children with special needs as early as possible and to define their needs.
- To use the schools resources to help meet the needs of the children.
- To ensure that parents are kept fully informed of support and progress.
- To monitor and assess the progress of children, and where necessary to involve the support of the Cluster SENCO
- To promote pupil self esteem and confidence.
- To encourage children to contribute to the process and participate in some decision making aspects of assessment and review.

Named people

The person responsible for the co-ordination of SEN is Mrs J Edwards.

The governor responsible for SEN is David Amis and Child Protection is Barry Furness.

Provision

The SEN code of Practice 2015 requirements

The SENCO/Head-teacher, governing body and all members of staff are responsible for ensuring the provision of support for children with special needs in terms of identification and assessment. The teaching of children with special needs is a whole school responsibility.

Equality and inclusion

The Dragonfly Federation recognises that all children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential in all pupils. The schools support pupils with a wide range of SEN. The staff regularly review and evaluate the breadth and impact of the support on offer across the federation.

The role of the SENCO in provision for SEN:

The SENCO/Head-teacher prepares IEPs for pupils and the class TA delivers the extra curriculum as directed. The HLTA is responsible for those pupils who just fall below average as part of Pupil Premium provision.

The SENCO/ Executive headteacher will have responsibility for:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN including those identified as gifted and talented
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing records of all children with special educational needs
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff
- Liaising with external agencies including the Cluster SENCO, the speech therapist and the PSA, school nurse and counselling services.
- Liaising with the class-teacher and provide challenging experiences for pupils identified as being gifted and talented.
- To submit where appropriate evidence to access financial support from SEND funds.
- Contact and liaise with extra provision from PRU and SRB units.
- Arrange and manage Family support meetings as applicable.

The role of the class teacher

- To provide differentiated tasks for pupils taking into consideration the needs of less able pupils and more able pupils. Set different tasks for those pupils identified as more able in order to challenge and motivate their learning
- Assess the child's current level of attainment on entry

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use assessment processes to identify any learning difficulties
- Use assessment processes to identify the needs of more able pupils
- Ensure ongoing observation and assessment provides regular feedback about achievements and experiences to form the best basis for planning the next steps of the child's learning.
- Involve parents in providing a joint learning approach at home.
- Identifying whether the child has specific learning difficulties or whether problems are due specifically to the child using English as second language.
- Keeping a record of steps taken to address the needs of the child
- Ensure that the SENCO is involved if the needs are not met within the classroom environment

The role of the teaching assistant.

- To liaise with the class teacher in terms of progress of the child and to provide feedback where possible
- To be aware of the special needs of particular children
- To be aware of the special needs of gifted and talented pupils

Monitoring Children's Progress.

The child may require SEN support if he/she needs help or challenges over and above that which is normally available within that particular class or subject. The key test of need is evidence that shows current rates of progress are inadequate. Monitoring of the child's work should reveal the level of progress. Adequate progress is not being made if monitoring indicates that:

- There is a large gap between the child and their peers.
- The gap is growing wider.
- Progress is not being maintained.
- The child is having difficulty dealing with the full curriculum.
- The child is experiencing difficulty with self-help, social or personal skills.
- Behaviour is showing little sign of improvement
- The child is frustrated or bored due to the lack of stimulation

Monitoring of children's progress will be carried out in the following ways:

- Ensuring that Pupil Passports and SEN register is current and updated.

- Comparing Pupil Passports from one cycle to another.
- Regular discussion and moderation of children's work.
- Observation and discussion with children at work.
- Informal discussions with children, teachers and parents.
- Discussions concerning the SEN register with the SEN governor.
- Termly reviews as part of the Curriculum Distributed Leadership and Management SEN team.
- Speech therapy

SEND support is based on 4 types of action; plan, assess, do, review.

This will give teachers a clear picture of the school's work in providing for SEN and consistency in whole school approach. It will also identify aspects of good practice and provide support for any problems identified.

The school follows a policy of tracking children (Pupil Asset) through the school in terms of their progress and includes the following assessments as indicators.

Early Learning Goals in reception class.

Phonic check at end of year 1

End of K.S.1 Teacher Assessment supported by evidence selected from a variety of sources.

AFL is implemented throughout the school.

The school also provides specific intervention in the form of Catch up, tracking, Lets Think Through Maths and Maths Whizz.

SEN code of practice January 2015

Each teacher is knowledgeable about the need to identify the child where;

- Little or no progress has been made even when support is targeted at the child's particular weakness.
- Difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- **Persistent emotional or behavioural difficulties, which are not helped by the usual school processes. - Staff acknowledge the change to designation of Behaviour, Social, Emotional category to Social, Mental and Emotional Health needs. All staff members have been trained in Autism/ aspergers and the behaviour that might be shown**

by vulnerable pupils and what it might mean. Training has also included dyslexia.

- Sensory or physical problems and continues to make little progress despite provision of specialist equipment
- Communication and/or interaction difficulties and continues to make little progress despite the provision of a differentiated curriculum.

Nature of intervention.

The SENCO/head-teacher and class- teacher will decide on action needed to help the child to progress in the light of assessment .When a pupil is identified as having SEN the schools across the Dragonfly Federation will take action to remove barriers to learning and put effective special educational provision in place This may include:

- Different learning materials or special equipment.
- Some group or individual support
- Support time to plan and monitor the effectiveness of provision
- Staff development to increase expertise
- Access to Cluster SENCO and other support services for one off strategies and equipment

Pupil Passports

The Pupil passport should include information about:

- The short term targets set for the child.
- The teaching strategies used.
- The provision to be put in place.
- The named member of staff allocated to the child
- The review date.
- Outcomes.

The Pupil Passport will only be used for programs that are in addition to the normal, differentiated work of the class and should focus on no more than 4 specific targets. These targets will be discussed with the **child** and **parents**. It will be reviewed each term with the views of the parent and the child considered.

Education, Care and Health plans

The LA will consider whether the child is responding to measures brought in by the school to address learning difficulties. If the school and support team have

tried all reasonable options consideration will be made for a statutory assessment. If the degree of learning difficulty is such that their needs can't be met an Education, Care and Health Plan will be compiled. This will include:

- Pupils name, address, date of birth.
- Details of all the pupils special needs
- Identification of provision
- Type and name of school where this will be provided
- Non-educational needs of the child
- Information on non-educational provision

All ECH plans will be reviewed at least annually with parents, pupil, LA, school and other professionals. This should focus on achievements as well as difficulties.

Criteria for evaluating the SEN policy

The policy will be reviewed annually and the following criteria will be used to evaluate the success of the education provided to pupils with SEN.

- Children with SEN have been identified and their needs assessed.
- Provision has been made to address these needs.
- The register is complete and up to date.
- The provision and progress have been monitored on a regular basis.
- Relevant records have been kept and updated.
- Parents and children have been consulted and informed.
- The SENCO has maintained an overview of SEN within the school and monitored the day to day implementation of the policy.
- The SENCO has provided support for teaching and non-teaching staff and has drawn on advice as appropriate.