



The Dragonfly Federation
East Ruston and Stalham Infant and Preschools

A Flying Start for all

SPECIAL EDUCATION NEEDS POLICY



Introduction

A copy of the Stalham Infant and Preschool 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.

Definition

‘ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

SEN provision is that ‘is additional to or different from that made generally for other children or young people of the same age.’

Learning difficulties are defined as:

- Having significantly greater difficulty in learning than the majority of children of the same age. or
- Having a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.’

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 support from outside agencies.
- 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 M Street.

The governor responsible for SEN is Kim Russell and Safeguarding 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 oversees the provision for pupils with the class Teaching Assistants delivering the extra curriculum as directed. The Higher Level Teaching Assistant in each school is responsible for those pupils who just fall below average as part of Pupil Premium provision.

The SENCO will have responsibility for:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN including those identified as gifted and talented
- Liaising with and advising fellow teachers
- Overseeing the provision learning support assistants provide for named children
- 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 speech therapist, school nurse and counselling services.
- Liaising with the class-teacher to 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.
- Liaise with the Designated Safeguarding Lead to arrange and manage Family support meetings when needed.

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.
- Identify barriers to children's learning and implement strategies to minimise their effect.
- 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 children and cater for these needs.

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. One indicator 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

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

- Ensuring that Child Summaries and SEN register is current and updated.
- Adapting Child Summaries over time
- 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.
- Impact analysis of interventions

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 there is;

- 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 receive regular training updates in Special Educational Needs
- Sensory or physical problems and they continue 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 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 support services for one off strategies and equipment

Child Summaries

The Child Summaries should include information about:

- The areas of need that the child has.
- The provision set for the child.
- The strategies used.
- Agency recommendations.
- Correspondence about the child.

Child Summaries, using knowledge of intervention impact, will be reviewed termly, or sooner if needed. Parents and children (where applicable) will be involved in this process.

Education, Health and Care plans (EHCPs)

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 ECHP 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 EHCPs 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 at least annually.

This policy was approved by the governing body at their meeting in January 2019

Review date; September 2019