

AIRE VIEW INFANT SCHOOL

Special Educational Needs and Disability Policy

Reviewed : 2015
Next Review : 2016

**Aire View Infant School
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Review of policy:

This policy was reviewed in Summer Term 2014 in light of the relevant section of the Children and Families Act 2014, highlighting the following areas of reform:

- To include parents in the assessment process and introduce a legal right, to give them control of funding for the support their child needs
- To replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education
- To replace the existing School Action and School Action Plus system with a simpler new school based category to help teachers focus on raising attainment; and
- To give parents a greater choice for their child









Rationale

The Governing Body and staff at Aire View Infant School are committed to providing an appropriate high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad, balanced academic and social curriculum, which is accessible to them, and they should be fully included in all aspects of school life.

We believe that children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Aire View Infant School is committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners taking into account their needs and experiences.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision of and for the achievement of different groups of learners:

-  Girls and boys
-  Minority ethnic and faith groups
-  Learners who need support to learn English as an additional language
-  Learners with special educational needs
-  Learners who are disabled or have long term illness
-  Those who are gifted and talented
-  Those who are looked after by the local authority or adopted
-  Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Aire View Infant school we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Aire View Infant School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Aire View Infant School's Special Educational Needs and disability policy takes careful account of the Education Act 2011, The SEN Code of Practice 2014, Disability Discrimination Act Order 2006, Equality Act 2010 and the Children and Families Act 2014

Information for Parents / Carers

- These can be found on www.bradford.gov.uk
- The LA Local Offer (as above)
- Aire View Infant School Local Offer (school website)

Objectives

- ❖ To identify and assess pupils as early as possible.
- ❖ To use our resources as efficiently as possible when assessing and meeting the special educational needs and disabilities (SEND) of our pupils.
- ❖ To provide a graduated approach in order to match educational provision to pupil's needs.
- ❖ To ensure that all staff are aware of their responsibilities towards pupils with SEND and are able to exercise them.
- ❖ To develop a partnership with parents/carers in order that their knowledge views and experience can assist us in assessing and providing for their children.
- ❖ To take into account the ascertainable wishes of the pupils concerned and whenever possible, directly involve them in decision making in order to provide more effectively for them.
- ❖ To ensure effective collaboration with other agencies in order to take effective action on behalf of pupils with special educational needs.
- ❖ To monitor our effectiveness in achieving the above objectives.

Roles and Responsibilities

School's SEND Policy	Responsibility
Policy determination	Governors in co-operation with Head Teacher
Establishment of appropriate staffing	Governors in co-operation with Head Teacher
Monitoring work of SEND	Governors in co-operation with Head Teacher
Day to day management	Head Teacher keeping the governors informed
Day to day operation	Head Teacher/SEND Co-ordinator
Reporting on policy	Governors must report at least annually on the effectiveness of the school's work on behalf of children with SEND

SEN Governor - Mrs L Whitton

Well Being & Inclusion Manager (SEN, G& T, Looked after children, children with medical needs) - Mrs Vicky Bottomley

Admissions

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a "Statement" under section 324 (1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Statement) that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs, the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

Access

- ❖ The school has stairs but there is access for wheelchairs via the nursery tunnel and at the Reception Classes entrance. Fire exits with ramps are also in place in two classrooms and the Reception Classes entrance. There is an Accessibility Policy.
- ❖ Aire View Infant School has low door handles and there are no internal stairs.
- ❖ The LA will usually provide the necessary specialist equipment for individual children.
- ❖ Adult disabled toilet - entrance
- ❖ Child disabled toilet - nursery
- ❖ Child height rail at door near wooden bridge

The governors will undertake to do all in their power to ensure equipment is provided and maintained.

SEND Assessment

A child has special educational needs and/or disabilities if he or she has a learning difficulty in one or more of the four Primary Areas of Need:

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

If the difficulties are significant and prevent the child from being able to access the curriculum, special educational provision should be made. We believe that it is important to promote children's self-esteem by providing an environment in which all children are equally valued and respected as unique individuals.

A child is also deemed to have special educational needs and/or disabilities if s/he shows exceptional ability. These children may be seen as gifted and talented and provision will be made to ensure they reach their full potential.

Stages of Assessment

- ❖ All children are continually assessed by their class teachers and their attainment is updated termly and recorded on the whole school progress trackers

Children in Reception who have not achieved the Early Learning Goals by the end of EYFS will continue to be assessed towards these goals until the end of the Autumn Term in Year 1.

Children in Year 1 who have achieved a good level of development (GLD) will enter Year 1 ready for the National Curriculum.

Children in Year 2 who are working below National Curriculum levels, progress will be recorded using P levels/scales.

The SEN Process

Initial Concern and Action by Class Teachers

Class teachers may decide there is an 'initial concern'. This will be discussed with parents at the earliest possible convenience and 'an initial concern' sheet filled in.

Access to the school's broad and balanced curriculum is achieved for most children by quality first teaching and differentiation of class work by the class teacher. When a class teacher or SENCO identifies a child with Special Educational Needs, the class teacher should provide interventions that are

ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer and strategies.

In these circumstances, the following procedures will be adopted.

1. Class teachers will discuss their concerns with the child's parents.
2. The triggers for intervention at this stage (Differentiated Support) could be:
 - ❖ the child makes little or no progress even when teaching approaches are directed at an identified area of weakness
 - ❖ the child shows signs of difficulty in developing literacy and numeracy skills, which results in significantly lower attainment than his/her peers
 - ❖ persistent emotional or behavioural difficulties which do not respond to the behaviour management techniques used by the school
 - ❖ has sensory and/or physical difficulties and continues to make little or no progress despite the provision of specialist equipment
 - ❖ has communication and/or relationship difficulties, and continues to have difficulties despite the provision of differentiated curriculum
3. The class teacher will notify the SENCO and discuss the child's progress. At this point, all information about the child's progress in school, together with further information from the parents and from the child, will be considered.
4. In some cases, outside professionals from health or Services to Children may already be involved with the child. With the parents consent, the SENCO will make contact with all relevant agencies. A CAF (Common Assessment Framework), involving all relevant agencies and the family may be started at this point with a nominated Lead Professional
5. The SENCO may take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support in discussion with colleagues; monitoring and subsequently reviewing the action taken.
6. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme within the normal differentiation.
7. The class teachers will also seek advice from the Literacy & Numeracy Co-ordinators.

Targets are reviewed daily/weekly by class teachers and teaching assistants. These will be reviewed termly, by the class teacher and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

1. Appropriate targets and strategies employed to enable the child to progress
2. Special help will be provided for the child by exploring ways in which increased differentiation of class work might better meet the needs of

the individual. Advice on approaches and materials will be provided by the SENCO if necessary.

3. The class teacher will review progress with the parents. This will be termly or possibly more frequently for some children, but will be at least three times a year.
4. Whenever possible the child will take part in the review process and be involved in setting targets. If not directly involved, the child's views will be ascertained and considered in any discussion.
5. Information collected about the child and details of extra provision will be incorporated in the child's individual record. The record will include previous knowledge of the child made as part of the assessment and record keeping systems in place for all children.
6. The class teacher will continue to help the child and review progress as before. If progress is satisfactory (i.e. targets are being achieved) then the child will continue being supported at this level. Alternatively if the child is still consistently failing to achieve targets then the teacher will discuss the child's progress with the SENCO who will decide whether the child should move to the next stage ASEN (see below)..

Progress may be such that the child is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all children.

Many children with SEN will be catered for satisfactorily at School Action by their class teacher and by accessing interventions providing additional support. Some will need further assessment and provision at School Action Plus. A request for additional advice from external services will be made at this stage by the SENCO in consultation with the child's parents. The child's class teacher will remain responsible for working with the child in the classroom and for monitoring the work of TAs who may also work with the child

Additional SEN Support

The SENCO will take responsibility for the following arrangements

1. Involving external support services, both those provided by the LA and/or outside agencies who will advise on a range of provision including new IEP targets and appropriate strategies.
2. The triggers for intervention at ASEN could be that, despite receiving an individualised programme and/or support under differentiated provision in class, the child
 - ❖ continues to make little or no progress over a long period of time
 - ❖ continue working at National Curriculum levels substantially below that expected of children of a similar age
 - ❖ continues to have literacy and numeracy difficulties
 - ❖ has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP
 - ❖ has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service

- ❖ has ongoing communication or relationship difficulties that prevents social development, and acts a barrier to learning
3. The SENCO and class teacher, together with curriculum literacy and numeracy co-ordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment/teaching materials, including the use of communication technology.
 4. The resulting IEP will set out fresh strategies for supporting the child's progress.
 5. The strategies set out in the IEP will, as far as possible, be implemented in the normal class room setting.
 6. The management of the IEP strategies and interventions will be the responsibility of the class teacher.
 7. The SENCO will ensure that the subsequent review is conducted as before. Parents should be consulted and the child involved in the review process. External services and those teachers who work with the child will also be invited to attend. The outcomes of the review will be recorded on the IEP form and targets will be set for the next review.
 8. Where progress is satisfactory, it may be decided the child remains at Additional Special Educational Needs Support with review times extended. Where the child is consistently achieving targets over time, a decision will be made to revert to an earlier stage i.e. differentiated support or requires no further additional support.
 9. If at the review stage, the SENCO and external specialists consider that information gathered about the child is insufficient then, with the parents consent, further information will be sought from other outside professionals.
 10. The SENCO will note in the child's records what further advice is being sought and the support being provided for the child while this is being undertaken.
 11. The decision by the school to request a statutory assessment from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the schools best endeavours to make appropriate provision from within the resources available. The decision will be reached in consultation with parents and external agencies.
 12. The Head Teacher/SENCO will ensure that parents and pupils, where appropriate, are aware in general terms of the purpose and nature of statutory assessment.

Statutory Assessment - EDUACTION, HEALTH and CARE PLANS

Identification

As outlined in the Code of Practice, 'Where a request for statutory assessment is made a School to Education Bradford, the child will have demonstrated a significant cause for concern'. The school will provide evidence from:

- ❖ The school's actions - recorded evidence
- ❖ Interventions accessed and impact
- ❖ Records of regular reviews and their outcomes
- ❖ The pupil's health including the child's medical history where relevant
- ❖ NC Levels

- ❖ Joint educational, health and care assessments from advisory specialists
- ❖ Views of the parents and the child
- ❖ See SENCO file for further information

Process for Action, Record - Keeping and Review

On receipt of an EHCP Statement from Education Bradford, the SENCO will formulate an action plan of support/provision.

Review/Evaluation

Interim Reviews: Held termly involving all professionals

Annual Review for EHCPs

SENCO collects information from staff, parents, child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:

- ❖ Maintain the EHCP and continue the process within the school setting
- ❖ Request an amendment to the EHCP
- ❖ Request ceasing the EHCP

Resources

Resources are jointly funded by the school (up to £10000 and the LA provide top up funding which can vary according to need - approximately £4000 per year for a child in full time education). Personal Budgets are available to parents giving them a wider choice and say in what support their child receives.

Health, Services to Children and/or Children's Social Care may also contribute to the resourcing element where necessary.

Changing Year Groups

We operate an excellent system in school to ensure children settle quickly. Children visit their new teachers and classes beforehand. Some children may visit more than others and have a book of photos to share with parents. Parents are invited to meet staff and information is exchanged.

Changing Schools

When a child leaves us to transfer to another school, the SENCO will forward relevant information about the child's needs and the efforts we have made to meet them. This will be done within 15 days of the pupil ceasing to be registered at the school. Where a pupil is moving to a local school, this will be achieved wherever possible; by inviting the SENCO for the receiving school to the last review meeting that is held under the staged procedures described above. We maintain good links with school who receive our pupils and this is particularly so in respect of pupils with SEND.

Complaints

Any complaints should be addressed to the Head Teacher in the first instance and hopefully these can be resolved through informal discussion. We shall endeavour to deal with any complaint quickly and efficiently in the best interest of the children.

Should anyone wish to take a complaint further, the Governing Body should be approached through the clerk via the school office. If there is no satisfactory outcome from this, the Local Authority should be approached.

A copy of the complaints procedure is available in school and published on the website.

Monitoring and Evaluation

The Governors will ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives. In order to achieve this, Governors will monitor:

- ❖ The standards obtained by pupils with special educational needs
- ❖ The number of children on the SEN Register
- ❖ The pattern of resource allocation to children at each stage
- ❖ Additional resources allocated for children with “EHCPs”
- ❖ The level and pattern of help provided at each stage
- ❖ Case examples selected from pupils with SEN at both stages
- ❖ The views of parents expressed recorded
- ❖ The views of pupils’ views are recorded at review meetings
- ❖ Details of visits by specialist teachers, educational psychologists and other agencies
- ❖ Staff views on in service training opportunities

The SENCO presently monitors SEND children in terms of their progress each term and which interventions they are accessing. The SENCO and SLT also monitors the progress noting vulnerabilities e.g. summer born, pupil premium, pupil premium plus, EAL and NTE, gender. The SENCO along with the PIO and Administrator also monitors the termly attendance of these children.

Other Information

This policy also links with the following policies:-

Admissions, Equal Opportunities, PSHE, Access & Disability Plans, Behaviour, The School Improvement Plan, Assessment, Safeguarding, Child Protection, LAC etc.

External Agencies

Contact details for all these services are available from the SENCO.

School Medical Services

School Nurse/s	Andrea Priest / Sheila Gibson
Health Visitor/s	Tina Straker
Speech Therapist	Stephanie Burgess
Occupational Therapist	Rebecca Shuttleworth
CAMHS	Child & Adolescent Mental Health Service

Advisory /Peripatetic Teachers -

Learning Difficulties Team - Paula Derry
Pre - 5 Service - Helen Pattinson / Nasrat Raqib
Hearing Impaired - Diane Brown
Visually Impaired - Andrew Bentley
Social, Emotional and Behavioural Support - Daryl Benton or Alison Smith
Physical Difficulties - Pam Emsley
Autism - Bradford LA - Mo Collins / Shelley Donnison
Educational Psychologist - Maxine Fletcher
Services to Children - Keighley Area Office
Looked After Children- Linda Mason Bradford LA
Education Welfare Service - Neil Helliwell
Parent Partnership - Barnados', Queens Road, Bradford
ICT provision - Andrew Bentley