



FULMER INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Fulmer Infant School. SEND children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives and guiding principles of the SEND policy

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure early identification, assessment and provision for any child who may have special educational needs
- To help every child realise his or her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- To encourage the whole school community to demonstrate a positive attitude towards SEND
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account
- To follow the Code of SEND Practice (2001) which recommends a graduated approach whereby appropriate actions (Early Intervention/Action/Action Plus) are matched to the individual child's needs.

Definition of Special Educational Needs

The Code of Practice 2001 states the following as a definition of Special Educational Needs and Disability:

“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

(a) have a significantly greater difficulty in learning than the majority of children of the same age;
or

(b) 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 educational authority.

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so 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 their home is different from the language in which they will be taught.

Special educational provision means:

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.”

SENDCo (Special Education Needs Co-ordinator)

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school’s SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- 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 LEA’s support and educational psychology services, health and social services, and voluntary bodies.

Special facilities and building adaptations

The school has wheelchair access. There are currently no toilet facilities for disabled pupils and staff although there are plans to include a disabled toilet in the new school hall. The school is implementing its accessibility plan which aims to further improve access to all facilities and the curriculum when funding is available.

1. Admission arrangements

Please refer to the current Admissions Policy

2. Number of pupils with SEND

Please refer to the headteacher

3. SEND Specialism

We do not have a specialist SEND unit nor do we specialise in any particular area of SEND.

School Responsibilities

- All children, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all children receive the curriculum to which they are entitled
- Funding for work with pupils with SEND will always equal or exceed that which the school receives from Buckinghamshire County Council through the SEND audit
- The special needs budget will be used to access resources, support personnel and, where necessary, adapt the school environment in order to allow all pupils (including those with

physical or sensory impairments) to access the curriculum and fulfil their development potential

- Children on School Action & School Action Plus will receive help funded in proportion to their level of need, i.e. those on School Action Plus will receive a greater proportion of SEND funding than those on School Action. Children with statements will receive funding equal to that provided by Buckinghamshire County Council to meet their needs and will be used to fund the provision outlined in the statement of SEND. We will continue to build up a bank of SEND resources which are available to all staff
- SEND training sessions will be organised as required to meet the current needs of staff. LSAs will be invited to attend relevant sessions and external courses.
- Wherever possible, all pupils with SEND will join in all the activities of the school with pupils who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits, sporting activities, social activities, PA events, meal times and play times.

CURRICULUM

Awareness of standards of achievement of individual pupils

- Fulmer Infant School staff monitor the standard of achievement of individual pupils through:
 - Teacher observation and marking of daily work;
 - Termly assessments
 - SATs in Year 2
 - Foundation Stage Profile in Reception
 - End of year assessments in Year 1

Teaching arrangements for pupils with SEND

For the most part children with SEND will be taught in the classroom alongside their peers. Where necessary children may receive support outside the classroom from a trained LSA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum.

The teaching arrangements for those pupils with a statement will be determined by their statement of special educational needs.

Identification, assessment and intervention

School Action:

When a class teacher identifies that a pupil has SEND - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the school's SENDCo to plan and deliver an individualised educational programme (IEP) to meet the needs of the child. Children who have been identified as Gifted and Talented will have an EEP (Exceptional Education Plan).

School Action Plus:

- SENDCo and class teacher, in consultation with parents, ask for help from external agencies
- Class teachers and SENDCo are provided with advice or support from outside specialists

- Additional or different strategies to those at School Action are put in place – an IEP will usually be devised.

Statement of Educational Needs

Where a child is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Head Teacher/SENDCo will request a statutory assessment of the pupil's needs.

PARENT PARTNERSHIP

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Fulmer Infant School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child are also sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND register. At this point an IEP is developed. Regular meetings are held with parents, teachers, SENDCo and the child, as appropriate, to review the child's progress and the programme of learning.

During the procedure of applying for a statutory assessment (which may lead to a statement), the parents will be given as much help, advice and support as possible. They will be given a copy of the Buckinghamshire County Council "Guidance to Parents on Statutory Assessment" and asked to complete the relevant section on the request for statutory assessment form.

We formally report children's progress to parents once a year through the annual written report and report end of key stage SATs results in writing at the appropriate time. There are opportunities for teachers to consult with parents on 3 occasions throughout the year.

In addition, we operate an open door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents.

Parents are also encouraged to help in school – hearing children read, helping with craft activities, accompanying school outings, helping with PA events, etc.

RELATIONSHIP WITH OUTSIDE AGENCIES

Involvement with Educational Support Services

The Head Teacher meets with the Educational Welfare Officer to discuss any matters of concern.

The Educational Psychologist comes into school regularly.

Where necessary, the school will refer a child to an external specialist after consultation with parents.

Links with medical, social and voluntary organizations

The school has regular contact with health professionals, such as the school nurse, GPs, speech & language therapists, physiotherapists and occupational therapists. We may also contact

specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Links with Special/Mainstream Schools

Whenever any child transfers to another school, including special schools, Fulmer Infant School will fill in a transfer form and pass on all relevant information. In addition, for SEN pupils, there will also be dialogue between the class teacher and/or SENDCo and /or Head Teacher and a senior member of the other school's staff.

Monitoring and evaluating the success of the policy

The SENCO will:

- Assess individual pupils with SEND
- Conduct IEP reviews
- Report to the Head Teacher if the SENDCo is not the headteacher.

This policy should be read in conjunction with all other school policies, in particular Equal Opportunities, Teaching, Learning, Admissions and Assessment.