

# **SPECIAL EDUCATIONAL NEEDS POLICY**

UPDATED FEBRUARY 2010

## **Statement of School Philosophy**

- This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum appropriate to their need. Our SEN policy reinforces the need for teaching that is fully inclusive.
- No child should be disadvantaged due to cultural diversity, gender or ability. The emphasis of our Special Needs provision will be to provide the best possible provision for the individual need of each child. Children have the right to be taught within the mainstream environment in accordance with their assessed needs.
- Lister Infants is an inclusive school, achieving ICM award in March 2006. Lister Infants is a Dyslexia Friendly school, achieving Dyslexia Friendly status in March 2006.

## **SEN Aims of the School**

- To give children access to the early learning goals and National Curriculum and help them to achieve their full potential in all areas.
- To fulfil the requirements of the Code of Practice
- To provide a differentiated curriculum appropriate to the individual's needs and abilities
- To involve parents closely in their children's learning
- To identify as early as possible children with special educational needs to ensure appropriate provision
- To ensure the best use of staff and curriculum resources
- To form close links between all agencies involved so children's individual needs are catered for
- All curriculum schemes of work should include appropriate provision for SEN
- All children have a right either directly or through their parents to express a preference in relation to their educational needs and provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **Definition of Special Educational Needs**

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

Children have learning difficulty if they:

- Have a significantly greater difficulty learning than the majority of children of the same age: or
- Have a disability which 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
- Are under compulsory school age and falls within the definition at points 1 or 2 above or would do so 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 needs provision means:

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

*See section 312, Education Act 1996*

### **Admissions and Inclusion**

All schools should admit pupils with already identified special educational needs, as well as providing for pupils not previously identified as having SEN. Admission authorities may not refuse to admit a child because they feel

unable to cater for their needs. Pupils with SEN but without statements must be treated as fairly as all other applicants who request admission.

All children whose needs can be met satisfactorily by our staff are welcome at Lister Infants. On occasion children with SEN from special schools and nurseries have been given temporary admission status until they are fully integrated into mainstream.

### **Building access**

Any persons (adult or child) needing wheelchair access may enter through the Main entrance. Foundation stage children or parents have direct access through their own class doors. All classrooms are accessible on the ground floor. Access through to the KS1 Playground can be made via a ramp. The gymnasium is accessible from the KS1 playground via a ramp or internally via a chair lift. There is also a lift installed for progression to KS2 which is accessed from the foundation stage corridor.

### **Curriculum Access**

Pupils with SEN engage as fully as possible in all school activities provided that doing so does not endanger themselves or others. Pupils with learning difficulties may be withdrawn from some language and/or maths lessons to receive individual or small group work which is pitched at their ability. In such circumstances the SEN support teacher or Teaching assistants will be working on targets identified in their IEP's and will be carried out in consultation with the class teacher involved. Pupils with identified physical difficulties will be supported in class or in the gym by teaching assistants. They will be encouraged to participate as fully as is physically possible according to their targets on their IEP's.

### **Policy Writing**

Each element of the policy is discussed with staff at staff meetings and is given to all members of staff. It is reviewed each year to make any relevant changes.

## **Special Educational Needs and the School**

SEN is considered to be a concern for all staff and is a whole school issue. There is no teacher with qualifications for teaching a particular special need, nor is the school equipped for dealing with any particular special needs (e.g. a partially hearing unit, language unit etc.). All staff have undergone JPDF training 1-3 for speech and language assessment in May 2006. All staff have received Autistic Spectrum Disorder Training as part of the Inclusion Development programme. When pupils are admitted with needs which require special expertise or equipment, the school is committed to ensuring that the children's needs are met as far as possible. Each member of staff is responsible for the education of children with special needs in his/her class (With additional support whenever available.) Each subject co-ordinator ensures that there is an SEN contribution to all policy statements. All staff have also undergone sign-along training in 2007. Mrs McEwan and Mrs Reaney have received CAF training. Mrs Reaney is the lead professional for CAF.

## **Roles & Responsibilities**

The SEN team at Lister Infants consists of Mrs McEwan, Headteacher, Mrs Reaney Acting SENCO SEN, Mrs. Davies SEN support and Reading Recovery and Mrs. Stokes (Reading Recovery teacher) and Mr. Nick Craig (SEN Governor)

## **Role of the SENCO**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head teacher and governing body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Liaising with Support staff
- Overseeing pupil's records
- Liaising with parents
- Liaising with external agencies, LEA support services, health and social Services and voluntary bodies.

## The role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a responsible person is identified to inform about the Statement all those involved with teaching and supporting statemented pupils
- Ensuring that pupils with SEN are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually on the school's SEN policy including the allocation of resources from the school's budget.

## Role of the class Teacher

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with support staff develop IEP's for SEN pupils
- Develop constructive relationships with the parents

## Role of the Head Teacher

The Head teacher's responsibilities include:

- The day to day management of all aspects of the school including SEN provision
- Keeping the Governing body well informed about SEN within the school
- Working closely with the SENCO
- Informing parents that SEN provision has been made for their child

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## **Identification**

### **Foundation Stage**

Monitoring of individual children's progress throughout the Foundation stage is essential. The stepping stones and early learning goals give a clear indication of where the children should be progressing within each area of development:

- Personal & Social communication
- Language, Communication & Literacy
- Mathematical Development
- Knowledge & understanding of the world
- Creative Development
- Physical Development

Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning.

*(Code of practice 4.9)*

This may be the time for the teacher through her observations to note an **Initial Concern**. (After an initial settling in period of a term) There may be occasions where the difficulties are very prominent or there may be evidence from a previous setting or medical evidence

As the Foundation stage staff has a great deal of contact with parents it seems appropriate that they discuss their concerns delicately with parents who may have details of their history to share with staff.

### **Early Years Action**

If the child still makes very little progress then it would be appropriate to liaise with the SENCO and place the child on Early Years Action. At this stage it is vital that the parents are informed if not done previously.

The class teacher would then draw up an IEP. And share these targets with parents and pupils. A folder will be provided for the child's SEN records e.g. IEP's, medical evidence, Educational psychology reports. The child's name should be put on the front of the folder with the date of when they were placed on Early years action Folders may be collected from the book stockroom. The SENCO monitors these records termly.

The IEP should contain targets which are **Additional to or different from** the differentiated curriculum plans that are in place as part of the normal provision. *(Code of practice 4.27)*

Here at Lister Infants we use Teaching assistants in the Foundation Stage to provide small group work or individual support within the classroom or occasionally in quieter areas of the school e.g. library , corridor bases. The teaching assistants feed back to the class teachers and also make post it notes or observations to record progress. This support covers whichever area of learning the IEP targets.

The SENCO liaises with the early year's staff to ensure appropriate provision is being made for SEN pupils and provides suggestions where necessary. The SENCO may also be released from teaching to observe pupils with SEN to provide possible strategies for staff to use with pupils with SEN. The SENCO also screens for speech and language communication difficulties if staff request this.

### **Reviewing IEP's**

IEP's should be reviewed regularly at least three times a year. IEPs are sent home to parents who are then aware of their children's targets for the term. Reviews should also be done with parents who may wish to share their views with the class teacher. All staff working with the children should also be involved in reviewing the IEPs and formulating new ones, as they will be partly responsible for the implementation of them.

IEPS are monitored termly by the SEN Co-coordinator.

### **Early years action Plus**

This is categorized by the involvement of external support services that can help with advice on new IEPs and targets. When a child moves to Early Years Action + a CAF should be initiated.

The triggers for seeking help from outside agencies could be that despite receiving an individual programme and /or support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualized behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Where an early education setting seeks help of external support services, those services will need to see the records on the child by the setting, in order to establish which strategies have already been employed and which targets have been set and achieved. They will usually then observe the child, in their educational setting if that are appropriate and practicable, so that they can advise on new and appropriate targets for the child's IEP and accompanying strategies. (Code of practice 4:31 &4:32)

### **Requests for statutory assessment**

For a very few children help at EYA+ may not be sufficiently effective. It will then be necessary in consultation with parents and external agencies to consider whether a statutory multi disciplinary assessment may be appropriate.

Parents and schools can make a request to LEA for statutory assessment. When a request is made the LEA will need clear documentation about the child's previous history. The LEA will then act upon reports from other professionals to reach a decision

In deciding whether a statutory statement is necessary for a child between 3yrs and 5yrs the LEA should ask:

- What difficulties the setting has identified? Have practitioners provided individual strategies through EYA & EYA+ to assess the child?
- Has outside advice been sought regarding the child's
- Physical health
- Communication skills
- Perceptual and motor skills
- Self help skills
- Social skills
- Emotional and behaviour development
- Response to learning experiences
- Have parental views been considered?

(Code of practice4: 41)

Reviews for children under 5 with a statement should be done every six months to ensure that provision continues to be appropriate.

### **Identification in the primary phase**

Early identification is crucial as the earlier action can be taken the more likely a child will respond to help.

To help identify children teachers can measure children's progress by referring to

- ❖ Their performance monitored by the teacher as ongoing observation and assessment
- ❖ The outcomes of baseline assessment results
- ❖ Their progress against the objectives specified in the National Literacy and Numeracy strategy frameworks
- ❖ Their performance against the level descriptions within the National Curriculum at the end of a Key stage
- ❖ Standardized screening or assessment tools :

(E.g. Schonell reading test, Aston test for Dyslexia, Dyslexic Screener, Dyscalculia Screener, Lucid Cops memory and Phonics screener, early mathematics diagnostic kit. (All to be found in SEN cupboard). SENCO can screen for these difficulties.

In the early stages of concern the class teacher could make brief notes about her initial concerns and try to monitor the child's progress. Again it is vital that we inform and take into account parents' views as they can sometimes provide a more detailed history of their child's development.

### **School Action**

Where progress is not adequate, it will be necessary to take some additional or different action to enable a pupil to learn more effectively. (Code of practice 5:41) If the parents have not been informed they must be informed by this stage.

*The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN. (see section 317A, Education Act 1996)*

The Senco is informed and it is at this stage where a teacher draws up an IEP for the child in consultation with the SEN teacher. IEP's and all other relevant records regarding the child's SEN should be kept in a folder with the child's name and dates of each stage of SEN. These are kept by the class teacher with their records and monitored by the SENCO termly

Parents receive a copy of their child's IEP at the start of each term and review their progress termly with the class teacher.

### **School Action Plus**

If a child is not progressing as well as expected a request may be made to external services such as educational psychologists or health services.

This is likely to be after consultation with parents, SENCO and SEN colleagues during review meetings. Outside specialists play an important part in early identification of SEN and can give advice on providing extra provision. When a child moves to School Action + a CAF should be initiated.

These services need access to the child's records and any evidence of strategies used so far, as well as any targets, which have not yet been met.

### **Triggers for SA+**

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy or mathematics skills, particularly SPLD
- Has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.(code of practice5:56)

### **Statutory assessment**

If a child is causing significant cause for concern then statutory assessment can be sought.

The school needs to provide written evidence about:

- The schools action through SA & SA+
- IEPs
- Records of reviews
- The pupils health + medical history if appropriate
- National curriculum levels
- Attainments in both literacy and mathematics
- Educational & other assessments
- Views of parent and of the child (if appropriate)
- Involvement of other professionals
- Any involvement by social services or education welfare services.(code of practice5:64)

The child should continue to be supported by SA+ while this process is taking place. The SENCO should be involved in annual reviews for statemented children. At present there are no children with statements at our school.

### **Communication**

In a small friendly school such as ours much of our communication is informal. Keeping staff informed does not pose a problem at Lister Infants.

The SENCO attends regular neighborhood network meetings to share information with SENCO colleagues. The SENCO also liaises with the Junior SENCO to ensure smooth progression from KS1 to KS2. SEN is an item which is discussed at staff meetings where appropriate. SEN is also regularly reviewed in the schools SDP.

The school has had connections with Hope Valley, Abbots Lea special school, Whitethorn special school, Clifford Holroyde EBD School and Alder Hey CDC and speech therapy and physiotherapy services.

### **Staff Development**

Members of staff highlight areas where they would like training usually as a response to needs within their classroom. This has recently meant staff training on Autism, Dyslexia Friendly school training & behaviour management. Teachers and support staff have had training in these areas.

Mrs. Reaney also attends regular SEN training and feeds back to Headteacher and staff at staff meetings.

### **Parental involvement**

Parents hold key information and have a critical role to play in their children's education. The work of professionals can be more effective when parents are involved and account is taken of their wishes, feelings, and perspectives on their children's development.

(Code of practice 2:2)

It is important to inform Parents at Lister Infants of any concerns, which you may have. Ideally this could be done when you have initial concerns. However parents should definitely be informed by EYA or SA. Parents should also be fully involved in the review process and given copies of their child's IEPs in the term in which the targets are applicable. Staff should try to be as sensitive as possible when discussing their concerns and try to gain as much background information as possible from the parents.

### **Pupil Participation**

*Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. See articles 12 and 13, The United Nations Convention on the Rights of the Child.*

The teacher should inform the pupils of their progress. This can be done by reading comments made on work or by verbally expressing opinions. Children may also wish to say what they feel they do well and may say if there are any areas where they need to improve on. For very young children verbal or non-verbal communication is probably the best way.

### **The role of the support services**

APPENDIX B contains a list of professional people and organizations that could be of further assistance.

### **Allocation of resources**

All schools in Liverpool receive funding for pupils in the following ways:

- The base budget covers teaching and curriculum expenses for all children
- The delegated SEN budget (based on the LEA formula) covers the additional support required.
- SEN standards fund allocated annually to LEAS by the DFES subject to matched funding.

The school budget allocation for SEN in the year 2008-2009 was

£ 40,389. This includes £20,000 Reading Recovery money.

Lister Infants follows LEA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN are included in the *Governors Annual Report* to parents.

### **Resources**

Here at Lister Infants we are lucky enough to have some human resources which support children at EYA & SA. In the foundation stage we have teaching assistants who provide support in all areas of development. At KS1 we have a teacher to provide additional support during the morning session. This is for literacy and maths in Year 2. The school also has 2 Reading Recovery teachers plus support programmes such as The Better Reading Partnership, ELS, Talking Partners, Talking Maths, Time to Talk, Maths Recovery and Maths Intervention. The Foundation Stage has School Start Language Awareness, School Start Phonic Awareness. This is funded partly by the SEN budget. We have recently developed a Sensory Room which has helped provide emotional support and stimulation of the senses. This is situated in the Foundation Stage corridor and is timetabled for use throughout the two key stages. Staff training is also undertaken from training budgets. There is a SEN resource cupboard in the SEN room, which contains additional resources.

There are additional foundation stage resources within individual teachers' classrooms. Within the foundation stage Story sacks are used a lot to enhance language and literacy skills and more recently mathematical story sacks have been made and talk sacks.

In order to assist cross phase relations' staff may share resources across the key stages if necessary. It is the responsibility of the staff member lending resources to ensure their return.

Appendix C lists resources available.

**Appendix B:**

|                          |                   |                   |
|--------------------------|-------------------|-------------------|
| Ed. Psych.               | Colin Critchley   | 225 6664          |
| Sue Ormrod               | Admissions Appeal | 233 2852          |
| Pat Kokelaar             | Asylum Seekers    | 233 8275          |
| Dr. Mackie Walters       | Pediatrics        | 228 4811 ext.3062 |
| Paul Smith               | Inclusion Officer | 233 2440          |
| Sue Williams             | SEN EO            | 233 8157          |
| Kaye Gee                 | SEN SEO           | 233 8132          |
| Tonia Whewell            | G & T             | 233 8152          |
| Parent Partnership       |                   | 233 2848          |
| Speech therapy services  |                   | 300 8050          |
| Clifford Holroyde        | EBD               | 228 9500          |
| CDC Occupational therapy |                   | 252 5453          |
| Pauline Bradley          | Re: statements    | 233 2771          |
| NEYS                     |                   | 233 1112          |

## Appendix C List of SEN Resources.

April 2005

### Math's Resources

- 1) Number bond flashcards
- 2) Missing number dominoes
- 3) Shapes puzzles
- 4) Weight discrimination balls
- 5) Mathematics for teddy bears & a tub of teddies
- 6) Sorting memory bingo
- 7) Tabby cats(Multiplication)
- 8) Moneymals
- 9) Twenty Clown(Counting)
- 10)Number houses(1-10)
- 11) Cover it (1-5)
- 12)Spin a staircase(1-5)
- 13)!0 Green Bottles(subtraction)
- 14)Donkey Derby(Counting & Addition on Numberline)
- 15)Number memory Bingo(1-5)
- 16)Rings for sets
- 17)Ordering cubes
- 18)Buying Sweets money game
- 19)Buying fruit money game
- 20) Dodgem Cars (Subtraction)
- 21) Spotty Dog (Addition)
- 22) Counters
- 23) Alligator Easy grip rulers
- 24) Numeracy windows up to 100
- 25) Dry wipe lapboards.

### Language Resources

- (a) Sequencing cards (Growing things, animals, and around town)
- (b) Sequencing overlays: Daily routine
- (c) Sequencing beads laces and pattern cards.
- (d) Brogy (Sentence making)
- (e) Tape of animal sounds for auditory discrimination
- (f) Wordspell (Blends)

- (g) Phonic workshop. A box containing disc, photocopiable worksheets, audio cassette, reading books, multisensory cards(words, pictures, sounds)
- (h) Photocopiable masters: Phonics books\1-5 :
  - Single letter sounds
  - Consonant-vowel-consonant
  - Differentiation for b d p.
  - Double final consonants
  - Consonant blends
  - Collins Spelling 1
  - Phonics Cues books 1 & 2
- (J) Language Master System
- (k) Keys for key words by Kate Moore (Photocopiable sheets)
- (l) Consonant worksheets
- (m) Pencil Grips
- (n) Audio cassette listening package

### Diagnostic Tests

Nfer - Dyslexia plus Dyscalculia screeners  
 Early mathematics Diagnostic Kit  
 The Aston Index for Dyslexia  
 The Pre- School Behavior Checklist  
 Lucid cops memory & phonics screener

### Information for Staff

Supporting Learning in the primary school: By A Webster, V Webster, C Moon, A Warwick. A.V.E.C.

Epilepsy: The Package for schools. (Epilepsy Association)

Specific Learning Difficulties

Oral Language Development: A Systematic Activities Approach

Journals; Special Children  
 Special Education  
 Support for Learning

Supporting More Able pupils in the classroom by Hugh O'Connell

Autism - DVD's, Stories and Carol Gray Social stories book

Differentiation; Eight Ideas for the classroom by Tricia Barthorpe

Attention Deficit Disorder by Amy Sheppard

ADD: Practical activities in School by Tony Attwood

Tips in teaching the Hearing Impaired child - SENISS

Mrs. Ponting SENCO also has files within her classroom with information on:

- Autism & social communication difficulties
- Behavior Difficulties/ ADD or ADHD
- Speech difficulties
- Dyslexia
- Cerebral palsy & Physical difficulties

Dyspraxia

These may be borrowed at any time.

**Policy reviewed by Mrs. N. Reaney February 2010.**