

# Special Educational Needs Policy



**Hounslow Heath**

Infant and Nursery School

*“Every child, whether in a mainstream or special setting, deserves a world-class education to ensure that they fulfil their potential.”*

SEN Green Paper: Support and aspiration: A new approach to SEN and disability.  
March 2011

### **Introduction**

At Hounslow Heath Infant And Nursery School we believe that all children are valued equally and are entitled to a high quality early education, with access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles. A curriculum that recognises personal strengths and needs and prepares children to be independent learners.

The Earth Curriculum provides effective learning opportunities for all children.

It is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

For the majority of children at Hounslow Heath Infants, the school will be able to meet all their special educational needs. Some children will require additional help from agencies outside of the school such as health or the Local Authority's early Intervention Teams.

A very small minority of children will have SEN of a complexity that requires the LA to make assessments for specific special educational provision.

All teachers take account of these requirements and make provision through quality first teaching to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At Hounslow Heath Infant school we rigorously track the progress of all children. If a child does not make progress over time we investigate the reasons and consider what interventions are necessary.

## **2 Aims and objectives**

### **The aims of this policy are:**

- To ensure that educational provision is planned, differentiated and effective in meeting the individual needs of children with special educational needs.
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- To ensure that all children make progress throughout their time in the school.
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.
- To raise expectations and achievement of children with special educational needs

## **3 Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **4 Special educational needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Following the Children and Families Act in 2013, The 2014 SEND Code of Practice (August 2014) replaces the school based stages of School Action and School Action plus with one stage called SEN support.

Statements of Special Educational need are replaced with Education Health and care plans.

The SEND code of practice introduced new categories of SEND:

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

### **Roles and responsibilities**

The teacher working with the SENCO assesses where a child is not making adequate progress despite high quality teaching targeted at an area of weakness.

They draw on evidence from a clear analysis of pupil's need, including:

- teacher assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- the individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views;
- advice from external support agencies

In our school the Special Educational Needs Co-ordinator (SENCO):

- identifies children with SEN in collaboration with colleagues and parents
- co-ordinates the provision mapping and evaluates the impact of interventions on desired outcomes
- monitors children's progress
- maintains SEN register
- supports and advises colleagues;
- Co-ordinates training to enskill teaching assistants
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;

- liaises and works with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body through the Special Needs governor.

## **5 The role of the governing body**

The governing body has a duty to do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has a monitoring role. A named governor takes particular interest in and closely monitors the impact of resources provided for pupils with S.E.N.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

## **6 Allocation of resources**

The SENCO advises on the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/ Education, Health and Care Plans

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7 Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support based on desired outcomes.

New children coming in to the school may have been identified at pre-school settings or by health agencies. The SENCo liaises with all appropriate agencies for a smooth and successful transition into school.

The school uses a four stage model to respond to children's special educational needs:

- **Concerns List:** the class teacher identifies needs and informs the SENCO;
- **School Support:** the class teacher formally consults with the SENCO, information is gathered and centralised, and an Individual Educational Plan is written. Referrals may be made to outside agencies for assessment, advice and support.
- **Statutory Assessment:** the LA considers the need for statutory assessment and may order multi-disciplinary assessment;
- **Issuing of an Education, Health and Care plan**

## **8 Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs through quality first teaching. Lessons have clear learning objectives; the Earth curriculum offers real and relevant learning experiences. Activities are differentiated appropriately. Continuous assessment informs the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP.

## **9 Partnership with parents**

We want parents to be confident that the needs of their children are being met and that they are being given opportunities to succeed. The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

The school Local Offer is published on the school website.

The named governor for special needs is also our school parent Support Advisor and is always willing to talk to parents and give advice.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of children with their parents, these may be parents evenings or individual meetings with school staff or outside agencies if appropriate. We share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parental permission is always obtained before outside agencies assess a child.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school.

The SENCO monitors the impact of IEPs and supports teachers in setting relevant and achievable targets likely to result in positive outcomes for the children.

The SENCO keeps the headteacher and named governor fully informed about all areas of SEN within the school.

### **Review**

This policy will be reviewed annually