Special Needs Policy 2017

This policy describes the way NWIJS meets the needs of children who experience barriers to their learning.

Principles:

At NWIJS, we recognise that pupils learn at different rates and that many factors may affect achievement – including ability, maturity, age and emotional state. Many pupils may at some time in their school career experience difficulties which affect their learning and that these may be short or long term challenges.

Our aim is to identify these difficulties quickly and put appropriate support in place to enable the child to do as well as they can. Their needs will be monitored and our provision adapted to make this happen.

Definition of SEND:

Children are defined as having SEND if they have *significantly greater need than the majority of children of the same age*. This may mean that they require additional resources over and above that which is normally provided in a mainstream school.

At NWIJS, the criteria for identifying children with SEND is based on the 2015 SEND code of practice and considers the views of parents, teachers and other professionals when deciding to either place children on our SEN Register or remove them from it.

Catagories of SEND

According to the Code of Practice, special educational needs are classified as the following areas:

- Social, Mental and Emotional Health
- Communication & Interaction
- Cognition and Learning eg: Specific Learning Difficulties, such as dyslexia
- Physical and / or Sensory.

Management of SEND at NWIJS:

School co-ordinator for SEND is the SENCO (Sue Kitchener) who is responsible for:

- Day to day operation of the school SEND policy
- Monitoring SEND in school
- Liaising with teachers, learning support staff, parents, carers and outside agencies
- Assessing children's needs (with advice from other professionals where appropriate)
- Ensuing children's needs are met
- Planning and reviewing statements/EHCPs
- Advising class teachers on strategies that may help with SEND
- Ensuring Learning Passports are written and kept up to date
- Contributing to training for staff
- Reporting back to staff and Governors

Identifying pupils with SEND:

The following will help inform our decisions –

- Child's performance through teacher observation & assessment
- Outcomes in Foundation Stage Profile & KS1 tests
- The child having an EHCP/Statement of SEND
- Progress against NC objectives
- Keyword and phonic checks
- Parental concerns
- Information from outside agencies / professionals eg: paediatricians, speech and language therapists, educational psychologists, Specialist Resource Bases.

The process at NWIJS:

Wave 1 – Quality differentiated teaching (ALL pupils will have access to this.)

Wave 2 - If a child is not making adequate progress (either generally or in a specific curriculum area) action will be taken, which includes the following:

- Discussion amongst school staff - teachers, TAs, Inclusion Team, phase leaders.
- Conversations with parents/carers.
- Child may be given 'teaching' Intervention in the area of need eg: times tables practice; extra handwriting lessons; additional phonics sessions. These interventions are described in Year Group Provision Maps.
- Child may be given Nurture style intervention.
- Learning passports **may** be set up, if staff and parents feel it to be appropriate / necessary.

NOTE: There is no need to register the child as having SEND at this stage – Wave 2 provision does not suggest the pupil has '*significantly greater need than the majority of children of the same age*'.

Wave 3 - If the support given does not suit the child or their progress does not improve, the procedure for further action is as follows:

1. Further conversations between school staff and parents.
2. Assessments/advice from outside agencies eg: Specialist Resource Bases; dyslexia specialist; educational or clinical psychologist.
3. Evidence assessed – views of staff & outside experts taken into consideration
4. Learning passport **will** be set up.
5. Child may be placed on SEND register – if their needs suggest *'significantly greater need than the majority of children of the same age.'*

NOTE: The child's progress and well- being will continue to be monitored using the school's tracking system and provision will adapt accordingly. A child may be placed on the SEND register and removed at a later date if their needs have changed.

Resources & support.

The aim is that pupils with SEND are as fully integrated into normal class activity as possible. Where necessary, provision is available for small group work, or in some cases 1-1 support (resource permitting.) All work is planned by the class teacher, who has ultimate responsibility for all children in their class, but may be delivered by a TA.

Types of support available at NWIJS:

- Small group / 1-1 work for literacy & numeracy.
- Link Worker– to work with parents & children.
- Mentoring / informal chats / nurture sessions – specially trained TA support.
- Equipment eg: pencil grips; overlays; kinaesthetic learning tools.
- OT equipment eg: footrests, table raisers.
- IT equipment eg: Ipad, specialist learning programmes.
- Lunchtime support – fun club, wildlife club.
- Specialist dyslexia friendly books in library.
- Specialist 'social/emotional' learning games in the Nurture rooms.

Support in partnership with other providers:

- Douglas Bader Short Stay School – specialist support assistants; educational psychologist; PSA.
- Expertise from SRB providers eg: Suffield Park speech & language base.
- Speech and Language therapy.
- Occupational therapists.
- CAMHS.
- Access Through Technology.
- Transition support in conjunction with local high schools.
- Family Support Process.

Ways in which we work with Parents:

- Half-termly Pupil Mentoring records sent home to all parents/carers.
- Pastoral Support Plans – 2/3 meetings per term with parents.
- Statement reviews annually.
- Informal feedback via phone or home-school books or chats on playground / in nursery.
- Link worker liaises with families.
- Setting up of Learning Passport – meet with parents.

How will we know if intervention is successful? (quantitative and qualitative indicators):

- Progress improves – the gap between the child and its peers is closing or not widening, or is better than the child's previous rate of progress.
- Their progress is similar to children starting from the same attainment baseline (but may be less than the majority of their peers.)
- Attainment improves – gap is closing or not widening
- Attendance improves
- Attitude to learning improves

- Decrease in behaviour incidents
- Parents have seen an improvement in child's learning / behaviour
- Child is enjoying school
- Positive Feedback from outside agencies eg: SRBs, Speech Therapist.

How will we know that we *cannot* meet a child's needs?

If a child's needs cannot be met without significantly impacting upon the efficient education of others, we would need to consult with parents and other professionals about alternative provision.

Admission arrangements:

Children with statements/EHCPs are placed by the Local Authority and have priority when places are allocated.

Applications are welcome from all child, including those with SEND.

All other children (SEND or not) are treated equally.

Access:

Pupils with physical disabilities are (within reason) accommodated appropriately with resources they need to access the curriculum.

(See school Accessibility Plan.)

Complaints Procedures:

Parents dissatisfied with any aspect of SEND provision should first speak to the class teacher. If they remain dissatisfied they should approach the SENCO and / or Headteacher.

If concerns persist, the SEND Governor (Mrs S Scott) can be contacted via the school and will take the matter to the Governing Body if necessary.

For full complaints procedure, please go to the school office.

Other relevant documents:

- Teaching and Learning Policy
- Accessibility Plan
- Provision Maps
- School Improvement Plan

Date written: July 2017

Date for review: July 2019

Written by: S Kitchener (SENCO)

inclusion@northwalsham-inf@norfolk.sch.uk   Tel: 01692 403013/405697