

**Leigh Beck Infant & Nursery Academy**  
**Special Educational Needs & Disabilities/Inclusion Policy**

**September 2018**

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## **Section 1: Information about the school's special educational provision**

### **Aims**

It is stated in the school handbook that the Staff and Governors of the school have a positive attitude towards children identified as having Special Educational Needs. The School's SEND Policy is designed to ensure that all children have equal access to the curriculum, the social life and the facilities of the school. Gender, race or belief should not affect or imply that a child has special educational needs, nor should it influence the nature of support provided unless positively. The SEND Policy promotes the notion of the 'inclusive classroom' and encourages teacher to provide the best possible learning environment for children with SEND. The school's aims state:

"Leigh Beck Infant & Nursery Academy will promote excellent and enjoyment through teaching and learning, enabling our children to achieve their potential and take a valuable and responsible role in their community".

To support the school's view of Special Needs, the Code of Practice (2014) states that,

The term *learning difficulty* is defined as 'a significantly greater difficulty in learning than the majority of children of the same age' or 'a disability which prevents or hinders (the child) from making use of educational facilities of a kind generally provided for children of the same age'.

The SEND Policy is written in line with the 8 objectives in Dimension 5 of The Essex Quality Framework and takes in the principles of the Index for Inclusion. The policy is also closely linked to the Every Child Matters framework in so much that it supports all five strands; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being. It also encapsulates the ethos behind the Healthy Schools Initiative especially strand 4: emotional health and wellbeing.

### **Objectives**

- To have a SEND Policy in place that is reviewed annually in line with the Essex Quality Framework and the county's SEND Evaluation and Development Plan.
- To develop an SEND Action Plan as part of the reviewing process.
- To adhere to the requirements set out in The Code of Practice.
- To inform all school staff including Class Teachers, the Senior Management Team, the Governing Body and the Learning Support Staff of their roles and responsibilities with regard to SEND.
- To ensure that adequate resources are available to carry out SEND Provision.
- To develop procedures that assist in identifying pupils with SEND (Assess, Plan, Do, Review)
- To address pupils' needs through SEN Support and an Educational Health & Care Plan (EH&CP)

- To produce informative and effective Provision Maps giving a personalised and differentiated approach.
- To establish positive links with parents and involve them in the planning and reviewing process.
- To seek advice, support and resources from various outside agencies when the need arises.
- To promote the active involvement of pupils planning and reviewing process.
- To provide on-going training for staff in order to ensure that strategies included in 'The Inclusive Classroom' pack become embedded in day-to-day teaching.
- To ensure that effective liaison arrangements are in place with Nursery Settings, EYFS and Key Stage 1 and also with pupils admitted during the course of Key Stage 1.
- EH&CP
- Pupil Profile
- SEN Support

### **The SEN Co-ordinator**

The SEN Co-ordinator (SENCO) is Mrs. Helen Greensill. She does not have responsibility for a class and controls the day to day operation of the SEND Policy. A full account of her responsibilities is given in Appendix 1: Roles and Responsibilities.

### **Governing Body**

The named governor with responsibility for SEN is Mrs. Nicola Durrant.

The Governing Body is kept informed of developments in SEND provision. The SENCO produces an annual report on the effectiveness of the SEN Policy and presents it to the Governing Body. The report identifies the priorities for the following year.

The roles and responsibilities of the Governing Body are described in Appendix 1.

### **Admission Arrangements**

In addition to the admission arrangements outlined in the general school policy, the following procedure will operate for children with SEN:

- Where a child entering the school has already been identified as having SEND, the SENCO collates and summarises all the information sent from other sources.
- An individual folder is set up for the child and his/her name included in the SENCO's records.
- The child's parents are contacted and information is gathered.
- A Provision Map is drawn up in consultation with the child, parents and relevant school staff (Year 1 & 2).
- The Provision Map is reviewed at least twice a year in line with the SEND Policy.

## **Specialisms and special provision**

The school has a team of experienced and qualified Learning Support Assistants. They have a wide range of expertise and interest e.g speech and language.

## **Special facilities**

The school has no specific special facilities although every effort is made to ensure that the full range of activities are accessible to all pupils, (see Accessibility Plan). Advice would be sought from the LEA for individual cases.

## **Section 2: Identification, assessment and provision**

### **Resources**

The Governing Body's positive attitude to SEND is reflected in the resources that have been made available within the school. A room has been adapted for use by the SENCO. It is used as a central storage area for records and some resources. It provided privacy for interviews with parents, etc. and also ensures a peaceful atmosphere for children to receive individual teaching, assessments, etc. The SENCO has a computer which is used to store current Provision Maps, various documents and data on all pupils with SEND. A second room has been fitted out to store a substantial amount of resources, reading books and a second computer. An up-to-date list of resources is maintained and circulated to all staff via the classroom SEND Folder.

An annual budget is made available for the purchase of books and other equipment. The budget also allows for training opportunities.

A statement on the Summary of Resources is included in the SEN Evaluation and Development Plan each year.

### **Identification of children with SEN**

The children with SEN are identified by various means. The importance of early identification is seen as crucial in planning effective intervention.

- A teacher taking over a class will be made aware of any children with SEND by the SENCO before the end of the previous academic year.

- Each teacher holds a classroom folder containing details of each child with SEN and their current Provision Map is available on the school server. Information is also included on a range of learning difficulties and classroom strategies (The inclusive Classroom Pack). A comprehensive list of signs and symptoms is included in Appendix 2 of the SEND Policy.
- Teachers access information on pupils through studying individual files held in the main school office.
- The SENCO meets with each teacher on a need to need basis, this could be more frequent at times of specific need. PP time is provided for these meetings. The Provision Mat targets are discussed and, if necessary, amended. The teachers are also invited to comment on any other children experiencing difficulties and details are included in SEND records under the title 'Initial Concern'. SENCO meets with SAs on a regular basis to discuss progress and strategies to aid learning. These meetings are held formally once a week for complex issues and training requirements, and on a daily basis for informal discussion.
- Full regard is given to performance on National Curriculum assessments. The Head Teacher produces lists of results for each Year Group. These are scrutinised by the SENCO to ensure that children with possible SEND are identified.
- Diagnostic assessments and classroom observations are carried out by the SENCO and/or Educational Psychologist. Due regard is given to assessments carried out by outside agencies such as the Speech and Language Therapy Service and specialist teachers.
- The Infant SENCo visits Leigh Beck Junior School school towards the end of each academic year and records the difficulties each child has.

### **Provision**

Every effort is made to ensure that all children, particularly those with SEND, are fully integrated into the curricular and social aspects of school life. Most SEND provision takes place within the classroom. Pupils may be withdrawn for specific programmes.

Provision for children with SEND is planned at five levels:

- (i) School Development Plan.  
SEN issues are included as necessary. The SENCO develops an annual Action Plan. The Action Plan is presented to the Senior Management Team.
- (ii) Staff Development  
The SENCO passes on relevant information to staff and may organise training sessions to increase expertise. The SENCO has access to information on a variety of courses offered by ECC and receives information on courses run by other organizations. The SENCO liaises with the Executive head teacher in order to plan training opportunities.
- (iii) Curriculum Planning

The school has developed very thorough methods of both long and short term planning which ensure continuity and appropriate coverage of the curriculum for all pupils. At the planning stage of a term's work, the SENCO and class teacher determine appropriate targets drawn from Target Tracker, in line with the school's target setting process. Targets include literacy and mathematics. These are displayed in the classrooms, SEN resource base and in children's homework diaries. Targets drawn from Target Tracker cross reference to specific targets held on each Provision Map. Weekly plans include details on differentiation for groups of children and how the needs of individuals with specific needs will be met. Each teacher holds details on classroom strategies for differentiation for pupils with SEN (Inclusive Classroom Pack). The SENCO works alongside the teachers of the lower sets in order to provide advice and support.

(iv) Planning for the individual

Each child on SEN support or a EH&CP has a Provision Map which is drawn up by the SENCO in collaboration with the teachers, parents and SA's. Targets are specific and time-related. Targets may relate to academic, speech, coordination, behavior, emotional or social difficulties. Targets are reviewed termly.

(v) Involvement of the Child

The children are involved in assessing personal targets and are invited to review meetings. Children also record a personal target. The children maintain records of their progress in personal Record of Achievement folders.

(vi) First Quality Teaching

(vii) One Plan Meetings arranged as required

### **Record Keeping and Assessment**

Record keeping is seen as an essential part of SEN provision. It is aid to effective monitoring and is used to inform planning. The school has a well established system of record keeping that has been designed to include children with a wide range of abilities (see Assessment Policy and Appendix for details). The SENCO, whenever possible, uses and contributes to records held by every teacher in order to promote SEN as part of the 'mainstream' classroom. On-going records are maintained on individual progress in the National Curriculum.

Children with SEN have a personal folder stored and maintained by the SENCO. It contains details relating to the area and level of need, Provision Maps, assessments, reports from outside agencies, monitoring notes, etc. Information on Reading Age and National Curriculum attainment is available on Target Tracker through the server network. PPA time is available so that teachers may discuss SEN pupils with the

SENCO on a regular basis. These records are passed on when the pupil transfers to a different school or from one year group to another.

### **Transition Arrangements**

Very good links exist between the Infant and Junior School. Towards the end of the school year, the Learning Support Teams meet to discuss the new intake to the Junior School. The existing records are discussed and relevant details explained. Staff are invited cross phase to discuss and observe pupils in classroom settings. This information is passed on to the child's new class teacher before the end of term.

### **Role played by parents**

Links with parents are seen as extremely important. The SENCO and Class Teacher arrange interviews for all parents with SEND children as soon as possible in the school year in order to set up a working partnership between home and school. The parents of all reception children are invited to an in-take meeting held during the first half of the autumn term. (Time is allotted for the SENCO to describe the school's SEN provision and to answer any queries). Parents are invited to regular planning and review meetings and their contribution to the Provision Map is recorded. On-going links are maintained via home-school Reading Diaries. Parents are kept fully informed of their child's progress and are provided with copies of the Provision Map and any reports written by outside agencies. The school operates an 'open door' policy and parents are encouraged to discuss any concerns they may have at the earliest opportunity. Parent and child involvement in the one plan, EH&CP, SEN support. A parent of a child with SEND is represented on the school parent council. A SEN Parent Group has been set up and meetings are held every half term.

### **Links with outside agencies**

The school uses the expertise provided by outside agencies. Information is used to inform decision making when drawing up Provision Maps. Good links exist with the Educational Psychology Service, the Behavior Support Team, the Specialist Teacher, the School Nurse, the Child and Family Consultation Service, the Health Service, the Education Welfare Officer, the Integrated Support Service, the Speech and Language Therapy Service, the Orthoptic Clinic, Partially Sighted team, etc. The SENCO maintains list of contact names and telephone numbers.

### **Complaints**

Parents are encouraged to consult staff at the earliest opportunity if any problems should arise. Members of staff are available, as part of their directed time, for this

purpose. An alternative arrangement is for the parent to consult the Executive Head Teacher, Deputy Head Teacher or the SENCO. The Class Teacher is informed of developments.

If a parent considers a formal complaint is necessary, and other avenues have proved unsatisfactory in their eyes, it must be made, in writing, to the Governing Body.

Complaints are considered by the Pupil and Curriculum committee of the Governing Body.

### **Evaluation of the SEN Policy**

The Policy is continuously monitored by the SENCO with a formal report being presented annually to the Governing Body.

A combination of the county's SEN Evaluation and Development Plan and the Essex Quality Framework provide the criteria against which the effectiveness of the policy is evaluated and from which the annual action plan is derived.

Policy revised: September 2017



## **Appendix 1: Roles and Responsibilities**

It is very important for all those involved with the provision for special needs to be aware of the implications and responsibilities of their role.

### **Who is responsible for what: School Action**

#### *The Class Teacher*

- Is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment.
- Must inform the SENCO of their concern and decide, with the SENCO, if the school needs to help the pupil through the introduction of School Action.
- Should supply the SENCO with all the information necessary in order to assist them in devising an effective Provision Map for the pupil, which will be in addition to an already differentiated curriculum.
- Decided on the best way for the parents to contribute to the child achieving the targets on the Provision Map.
- Arranges and attends any subsequent review meetings with the SENCO, parent and, if appropriate, the child, until such time as the school decides that the pupil no longer requires SEN support or that the pupil needs to move on to gain support from the next stage in the SED support process.
- Informs the SENCO of any problems that may arise between reviews.
- Organises the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets.
- Maintains on-going liaison with the pupil regarding progress.

#### *The SENCO*

- Must advise the class teacher regarding the decision to intervene on the pupil's behalf through SEN support.
- Makes an informal assessment of the child's needs, if possible, as well as collecting all available assessment and information already held by the school regarding the pupil.
- Ensures that the class teacher has an SEN ring binder for the purpose of keeping together all information on the SEN pupils in that class and other essential SEN information.
- Ensures that the teachers of English and Maths Sets have information of the SEN pupils in that set.
- Fills in the official SEN paperwork, but distributes to the class teacher any relevant paperwork provided by the LEA which may be more appropriate for them to complete.
- Ensures that the class teacher reminds the parents about booking an SED meeting.

- Organizes and maintains an individual record folder in which to keep all the information regarding the SEN pupil. This is sorted in the SENCO's Office (case studies).
- Devise the Provision Map in close co-operation with the class teacher, using the results of the informal assessment or other test results, along with information provided by the class teacher.
- Must send out a letter to invite the parents to a meeting with the SENCO and the teachers, to discuss the concerns and inform the parents of the school action. These usually take place after school or during parent consultation evenings.
- Informs the parent of the LEA parent partnership services, which should ensure that the parent has access to information, advice and guidance relating to the educational needs of their child.
- Sends a copy of the Provision Map to the parent if they fail to attend the meeting.
- Ensures that there are adequate resources within the school to meet the needs of all pupils who are experiencing difficulties.
- Arranges and attends the review meetings and advises the parent how they may help at home.
- Suggests possible resources that could be used in support of the child.
- Organizes the timetable of human resources (LSAs/SENCO).
- Shows the parent the summary of the SEN policy and the summary of parental roles and responsibilities in the Parent Handbook.
- Arranges, if possible, for the child to receive some support from an LSA.
- Contacts outside agencies for informal advice and further information if needed.
- Provides on-going monitoring to ensure the child is making progress.
- Liaises with the leadership team.
- Makes the decision, after a reasonable period of time and in agreement with the class teacher and parent, that the pupil no longer requires School Action or that the pupil needs to move on to the next stage, School Action Plus. Whether the pupil does/does not need SEN support or even a higher level of support e.g. EH&CP.

#### *The parent*

- Provides the class teacher and the SENCO with any information which may be relevant, including details about their child's health, early development and behavior at home.
- Participates in their child's effort to meet their targets.
- Gives consent for the school to make a request to put the child onto the next phase of support, should this be needed.
- Signs and returns copies of any home/school liaison arrangements.
- Ensures that Homework and Reading Diaries are looked at regularly.
- Co-operates with any arrangements made with out-of-school professionals.
- Offers support and encouragement to the child.

- Supervises the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meetings.
- Informs the class teacher or SENCO about any problems that may occur between meetings.
- Attends all the review meetings.
- Ensures their child is adequately nourished and clothed, acquires adequate sleep and rest and is fully equipped for school.

#### *The pupil*

- Pupil has a voice in decision making around themselves.
- Is shown the targets and, before they are set in stone, is asked, 'these are your targets, but what do you think? Do you think these are achievable? Are there any you would like to change?'
- Is invited to attend the reviews - or part of the review, if this is advisable.
- Is involved in setting and recording a personal target (pupil's choice). This should be stored in RoA Folder.
- Is told the outcome of review meetings, even if the parent does not attend.

#### *The governing body*

- Ensures that provision is made for pupils with special educational needs.
- Make sure that a responsible person - the head teacher or a named governor - is told by the LEA when a child has special educational needs and that those needs are made known to all who are likely to teach that child.
- Ensures that teachers are aware of the importance of identifying and providing for children with special educational needs.
- Report each year to parents about the school's policy for children with special educational needs.
- Ensure that children with special educational needs are allowed to join in all school activities whenever that is practical and compatible with the efficient education of other children in the school and the efficient use of resources.
- Had regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

#### *The Executive head teacher and other senior managers*

- Ensure that the curriculum must be relevant to all pupils by taking SEN into account in the formulation and implementation of policies throughout the school.
- Support those with responsibility for SEN co-ordination.

## **Who is responsible for what: SEN support**

### *The class teacher*

- Continues to support the pupil in the same way as for School Action, incorporating any possible extra help and resources as specified by the Provision Maps on behalf of the pupil, attending reviews and taking account of the advice of the outside agency.

### *The SENCO*

- Informs the school and parents of the decision to initial School Action Plus on behalf of the pupil.
- Works in close co-operation with any outside agency selected to provide advice and support for the pupil, class teacher and parent.

Devises the Provision Maps in co-operation with any outside agency, class teacher and LSA's.

- Organises and co-ordinates the review meetings.
- Seeks advice from the literacy and numeracy co-ordinators.
- Completes all the relevant paperwork and circulates to all concerned.

*(The roles of the parent and pupil continues as for SEN support)*

## **Roles and responsibilities: EH&CP**

### *The LEA*

The LEA need to consider if there is enough convincing evidence. They must decide, within six weeks, if they are willing to carry out a statutory assessment.

### *The Executive Head Teacher*

The executive head teacher, before referring the pupil for statutory assessment, should be able to provide written evidence about:

- The school's action through SEN support.
- Provision Maps for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health.
- National Curriculum levels.
- Attainment in Literacy and Numeracy.
- Educational and other assessments, for example from and advisory specialist.
- Views of the parent and the pupil.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.
- Health.

### *The SENCO*

- Collates all previous information regarding the progress of the child.
- Sends this information to the LEA, with the appropriate paperwork, requesting a statutory assessment.
- If the request is successful, writes the Appendix D for the proposed statement.
- Continues to monitor and review the pupil's progress with the class teacher and outside agency.

### **Roles and responsibilities: pupil with statements**

#### *The class teacher*

- To follow the procedure for the school based provision, supervising the pupil's timetable to accommodate the hours allocated to the pupil from the LSA.

#### *The SENCO*

- Follow the same procedures as identified for the school based stages, but in addition to ensuring regular Provision Maps are prepared and review meetings take place, must also submit written reports regarding the pupil's progress for the annual review meetings specifies by the LEA.
- Designs short-term targets from the developmental aims in the Statement.
- Ensure that the review meetings are held within the time specified by the LEA.
- Requests, on behalf of the executive head teacher, prior to the date of the review, written advice from the child's parents and any other person who has some involvement with the child.
- Circulate, two weeks before the meeting, copies of all the written advice received, to all parties invited to the annual review.
- Monitor the progress of the pupil and support class teachers and LSAs with advice and resource suggestions.
- Request that all SAs fill in monitoring sheets in order to record the progress of the pupils towards their IEP targets.
- Ensure that the LSA is provided with adequate training and information to carry out their role effectively.

#### *The LSA*

- It is important that the SA keeps records on a daily basis of the work carried out with the child. The monitoring sheets may be used as a focus by the SA when required to write a report on the pupil's progress for annual review meetings.
- Works collaboratively with the SENCO, teaching staff and staff from external agencies.

## **Appendix 2: Identifying Needs**

Each child identified as having SEN has his/her difficulties recorded on the Pre-requisites for Learning Checklist when he/she is admitted to the school. However, sometimes difficulties and needs become apparent during the course of Key Stage 2. The following checklists may be useful in identifying needs in children not making expected progress.

### **Reading difficulties**

Check for sight and hearing difficulties.

Does the child:-

- Understand the directional nature of print?
- Hear differences in word and letters?
- Understand the terms - word, line, first letter of?
- Wait to be told words?
- Miss out words?
- Overuse illustration as a clue?
- Break down words into parts?
- Use the context of the passage to help with unknown words?
- Make inappropriate guesses?
- Read slowly and laboriously?

### **Specific Learning Difficulties**

A bright child with specific weakness in reading and spelling.

Difficulty in retaining, recalling whole words and remembering sounds for individual letters.

Poor visual and/or auditory memory.

Poor sequencing skills.

Difficulties with left/right orientation.

Difficulty in copying from a central source.

Transposing letters.

Written work shows frequent spelling mistakes and crossing out.

Persistent reversals of letters.

Frequent reversals of numbers.

Reversals in speech.

### **Maths Difficulties**

Poor auditory memory and listening skills.

Sequencing difficulties.

Reading level of the material is too difficult.

Lack of understanding of mathematical language.

Confusion with functions of mathematical signs.  
Confusion with notation.  
Difficulties with place value.  
Lack of experience in grouping and classifying.  
Inability to transfer mechanical skills to problem solving.

### **Visual Impairment**

Apparent clumsiness  
Poor hand-eye co-ordination  
Holding working material close to the face.  
Frowning, squinting, rubbing eyes more than usual.  
Covers or shields one eye habitually when reading.  
Errors in copying, especially from a central board of some kind.  
Recurring complaints of dizziness, headaches or nausea after concentrating visually.  
Eyes look red, watering, cloudy or inflamed.  
Usually large or ill formed handwriting.  
Day-dreaming, gazing into space.  
Reluctant to read or write.  
Remembers and understand material that has been read to him/her rather than material child reads for him/herself.  
Confusion of lines, similar shaped letters, discriminating details such as punctuation marks.  
Confused by details on maps, plans, etc.  
Colour blindness.

### **Hearing Impairment**

Regular sins of inattention and distractibility.  
Tendency to daydream.  
Regularly asking for instructions to be repeated.  
Reading/language problems.  
Omission of consonants  
Speech disorders.  
Frequent ear troubles.  
Fixes eyes intently on speaker's face - possibly lip-reading.  
Turns head to one side to listen.  
Shouts without realizing or speaks so softly you cannot hear what is being said.  
Tends to talk off target or change subject in discussion.  
Regularly finds difficulty with oral comprehension.  
Shows over dependence on classmates for instructions.  
Shows signs of frustration.

## **Language Difficulties**

- Limited expressive vocabulary.
- Poor articulation/pronunciation.
- Inability to speak in structured sentences.
- Inappropriate language.
- Inability to comprehend a simple instruction.
- Clumsiness in motor skills.
- Poor auditory memory.
- Poor symbolic/imaginative play.
- Poor in concepts of time and space.
- Behavior difficulties arising from frustration.
- Poor auditory discrimination.
- Confusion due to regular exposure to more than one spoken language.
- Unintelligible speech.
- Inability to ask a question clearly.
- Problems with abstract reasoning.

**Details of more specific difficulties are included in the SEN Folder held by each teacher.**

**Consult the SENCO if you are concerned for any reason.**



