

**Banks Lane Infant & Nursery School**  
**Special Needs Policy**

It is our duty to identify children in our care with special educational needs. "A child *has* special educational needs if he/she has a learning need or difficulty which calls for special educational provision to be made for him/her."

A child has a learning difficulty when -

- S/he has a significantly greater difficulty in learning than the majority of children of his/her age.
- S/he has a disability which either prevents or hinders him/her from making use of educational facilities within our school.

Children under five are included in this definition.

Any child who requires special educational provision to be made i.e. a gifted child, hearing impaired, speech impaired etc. has special needs, these may be temporary or permanent. It is expected that some 20% of pupils will demonstrate the need for special provision at some time during their school careers of which 2% may have statements where statutory procedures are followed. The LEA and school governors have duties to ensure that provisions are made for the remaining 18% of children.

***Our Aims***

- To establish a whole school approach to the special needs of children within Banks Lane that is consistent with our school ethos.
- To provide a balanced curriculum where high academic standards are achieved through a variety of teaching methods and styles.
- To match the curriculum to each individual child enabling them to achieve their full potential.
- To develop constructive and positive attitudes towards the achievements and independence of the "special child"
- To create an environment where all individuals are valued, have respect for one another and grow in self-esteem.
- To enable pupils with special educational needs to make the greatest progress possible.
- To promote successful inclusion through partnership with parents and agencies.

***Our Objectives***

- To ensure the early identification of children displaying a special need and maintain a full record of action taken.
  - To promote effective communications between teaching staff and support staff responsible for children with special needs.
  - To raise the awareness of all staff to the resources and support available within the school and local authority, including support from outside agencies.
  - To provide easy access to information.
  - To establish good working relationships with parents, consulting them regularly and keeping them fully informed.
  - To make all staff, parents and governors aware of the school procedures and systems of referral regarding children with special educational needs
  - To liaise with the junior school SEN. co-ordinator and pass on all information at the point of transfer.
- To consider the following strategies to ensure differentiation i.e.: -



## **Partnership**

### **Parent / Teacher Partnership**

Parents are kept informed at all times about their child's progress and any difficulties they may be experiencing. They are also given the opportunity to voice their concerns. Parents are encouraged to help their children at home in a variety of ways.

It is our policy to maintain an open supportive relationship with parents and this is encouraged in the following ways: -

- Teachers are available to discuss children before or after school if an appointment is made.
- Teachers hold informal meetings with parents to discuss children's needs.
- There are two confidential parent's evenings to discuss progress and one general meeting to explain classroom systems, organisation and methods of grouping. Home / School Agreement is operated.
- Parents are invited to help in school and take part in visits and events.
- Home/school reading sheets are used to encourage parent/teacher dialogue.
- A variety of work is on display for parents to view and discuss with their child.
- The school has a comprehensive induction policy involving parents.
- Parents receive a written report at the end of each year.
- Parents are informed of their rights and relevant support agencies i.e. Parent Partnership.

### **Classroom Assistant / Teacher Partnership**

- Classroom assistants, LSAs and BSAs support children with special needs using IEPs and IBPs as working documents.
- The following guidelines apply to all classes.
- The class teacher should ensure that the classroom assistant/LSA/ BSA is familiar with the following school policies and procedures: -
  - ❖ Behaviour and discipline
  - ❖ Self-esteem
  - ❖ Safeguarding

### **Outside Agencies/School Partnership**

The Head Teacher and SEN co-ordinators are responsible for liaison with outside agencies. Please note the following information regarding outside agencies.

### **Learning Support Service/School Partnership**

- School has a Learning Support Service teacher who visits every week to teach specific children, take part in termly reviews, monitor and train LSAs and liaise with staff and parents. During the teaching sessions children are withdrawn from the classroom to work in small groups. This enables groups from different classes to be made up and provides a quiet learning environment without isolating children. The class teacher liaises with the LSS teacher to ensure that appropriate consolidation tasks are provided. Dialogue is maintained through a special 'message' book.
- Progress reviews are held with the class teacher, parent, SENCo and LSS teacher. During these reviews progress is monitored and decisions made regarding allocation of teaching time. During all reviews success is measured against the aims and targets set on the IEP. Initial targets are set following specific assessments made by the LSS teacher. Criteria are rigorous and have to be met in order for a child to access LSS support.
- All reviews take place during school time.
- The Learning Support Service teacher also works in the Junior School and provides vital links with staff, pupils and parents.

### **Behaviour Support Service/School Partnership**

- School has Behaviour Support teacher who liaises with the SENCo, visits individual pupils, and works with the class teacher to set targets on an Individual Behaviour Plan.

### **Educational Psychology Service/School Partnership**

- The Educational Psychologist visits school three times a year and meets with the Head teacher and SENCo to discuss children on a waiting list. The Psychologist liaises with parents and may undertake home visits.

School works with many other agencies when intervention is required.

Children are at the School Action Plus Stage when working with agencies

Agency documentation in the form of information, referral systems, entitlement and pro-forma is kept by the SENCo.

### ***The Role of SEN. Co-ordinator***

In addition to the general role of the co-ordinator at Banks Lane Infant School, the SENCO is responsible for the following: -

- ❖ discussing the educational / emotional difficulties of specific pupils with their class teachers.
- ❖ discussing individual education programmes and methods of organisation with class teachers.
- ❖ ensuring regular reviews of progress made by children on the SENCo Record.
- ❖ monitoring the progress of children no longer receiving support.
- ❖ organising and minuting meetings held with the LSS teacher.
- ❖ ensuring that all staff are fully aware of the policy and procedures.
- ❖ ensuring that procedures are followed, enabling pupils to gain access to support.
- ❖ liaising with subject co-ordinators to ensure provision for SEN across the curriculum.
- ❖ liaising with external agencies including the educational psychology service, health and social services.
- ❖ ensuring links with the parents of children with special needs.
- ❖ liaising with the Junior SENCO to ensure smooth transition and transfer of documentation.
- ❖ providing information and training through staff INSET.

School has two SENCOs (including a 'Foundation' SENCO) who work closely together to ensure that all relevant information is shared.

### ***Record Keeping***

It is vital that information concerning children with special needs is transferred from one class teacher to the next and from the Infant to the Junior School . This may be both written and verbal. All information is transferred in July enabling teachers to plan for the Autumn Term. We ensure that this takes place in the following ways: -

### ***Transition to the Junior School***

- Close liaison with the Junior School special needs co-ordinator, including a Summer Term meeting to pass on all written information and an invitation to attend summer term reviews with the LSS.
- A programme of transition activities for teachers and children.



### ***SEN Stages***

Early Years Action Early Years Action +	-	Nursery and Reception
School Action School Action +	-	Years 1 and 2
Statement	-	All

### ***Areas of Need***

**Cognition and Learning** - curriculum attainment, learning difficulties

**Communication and Interaction** - speech and language difficulties

**Sensory and Physical** - hearing impairment, visual impairment, physical and medical needs

**Behavioural** - behavioural or emotional needs

### ***SEN staged process***

**Early Years Action / School Action** - this is when a teacher identifies a child who requires interventions additional to or different from those provided as part of the school's usual curriculum.

- Teacher to draw up an Individual Education Plan/ Individual Behaviour Plan or Play Plan.
- Teacher to meet with parents, gather information, discuss plans, negotiate home activities and record on IEP, obtain parental signatures on IEP/ IBP.
- SEN procedures are explained fully to parents, Parent Partnership leaflets are available to be given out at teacher's discretion, most parents may not need this further explanation.
- 6 monthly reviews take place where progress is measured against the targets and decisions are made about next steps
- SENCo is involved and the child is added to the SENCo record
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**Early Years Action + / School Action +** - this is when external agencies become involved

- SENCO to involve relevant agencies for assessment and/or advice.
- Teacher to obtain signed parental permission for referral.
- Parents can be given Parent Partnership leaflet for SA/SA+ if needed.
- IEP / IBP drawn up by school and agency (agency advice must be followed and included in action plan).
- Liaison with parents as at School Action Stage.
- School support arrangements made if appropriate
- Six monthly review in school time to include SENCo, parents and relevant agency.

### **Points to Note**

1. Pupils at SA and SA+ must require targets that are additional to and different from the majority of the class.
2. Intervention programmes can be incorporated into IEP's.
3. Targets should be SMART - specific - measurable - achievable - relevant - time related.
4. 3 or 4 targets should be set relating to communication, literacy, numeracy or behaviour.
5. Advice from agencies must be seen to be followed and evidence kept for presentation to panel at SA+.

During all reviews, success is measured against the targets set in IEP's. All assessments are completed before the reviews to inform decision making.

The SENCo will provide all the necessary documentation.

SENCOs to maintain all records and documentation. The teachers to keep copies of all documentation in class SEN files and transfer to next teacher. IEP's etc. are working classroom documents.

This process is explained clearly to the parents at the outset to enable them to understand that additional support is not a permanent arrangement and will be withdrawn when the child no longer meets the criteria.

**It is a requirement that parents are fully informed and involved at each stage.**

- Parents receive a copy of the targets.
- The SENCo maintains copies of all documentation
- Progress to be monitored and targets evaluated at 6 monthly intervals to inform review with SENCOs and LSS teacher. Decision to move to next stage, remain at current stage or be removed from the SENCo record will be made at the reviews.
- Parents to be informed of progress and decisions. Signatures will be required for any changes.

**NB Children require at least 6 months on a stage.**  
**Play plans may require more frequent reviews**

**Early Years Action + / School Action + (Involvement with outside agencies)**

- SENCO's to involve relevant agencies for assessment and/or advice.
- Teacher to obtain signed parental permission (see Pro-forma).
- Parents can be given Parent Partnership leaflet for SA/SA+ if needed.
- IEP / IBP drawn up by school and agency (agency advice must be followed and included in action plan).
- Liaison with parents as at School Action Stage.
- School support arrangements made if appropriate, teacher to liaise with LSA and plan work.
- Six monthly review as at School Action with parents informed of outcomes.

### **Statutory Assessment / Statement**

- Parents to be informed and involved throughout process.
- Parents to meet with EP.
- LEA to provide package for parents.
- Parents must be given Parent Partnership leaflet for statementing and referred to Sonia Florent for independent advice (Leaflets kept with SENCO's).
- IEP's / IBP's to continue as normal throughout process with six monthly reviews.