

Netherfield Infant School and Nursery
Policy statement for Special Educational Needs
(Review Autumn Term 2009)

Aims

- To develop a system of equal opportunities for all our children whatever their gender, background, race, religion or abilities.

- To provide adequate resources so that individual needs are met.

- To use the system of assessment and record keeping to define specific needs and to monitor each child's progress, through his/her individual programme of learning.

- To develop a confident and supportive staff team who will work together within the structure to ensure the best education for all the children.

- To ensure that staff, children, parents, carers, governors and other outside agencies work in partnership in order to meet the child's needs.

- To encourage confidence in the children themselves, by actively involving them and keeping them informed of their individual targets.

Objectives:

- To continue using our assessment and recording system and to review it annually to ensure it is effective.
- To encourage staff development through training, which will keep the school up to date with new initiatives.
- To maintain an effective system of communication between staff, parents, carers and children including a termly review procedure.
- To devise programmes of work which will meet the specific needs of children and enable them to work more successfully within their own classroom environment, and which takes account of the children's views.
- Governor with responsibility for Special Educational Needs - Mrs A Johnson
- Special Educational Needs Co-ordinator - R Butler
- At Netherfield we believe that all children should have access to learning and the curriculum and that where possible this learning should take place within the classroom. However we recognise that approximately one quarter of our children will have a specific special need at some time within their school life. If a child should experience difficulty, or show signs of excelling in any given area that requires a

more concentrated approach, we believe that some quality time away from the classroom should be provided. This may be as part of a small group or on a one to one basis. We will ensure that these children continue to have access to all the curriculum and play a full part in school life. We are committed to involving both parents, carers and children from the earliest stages. We endeavour to work closely with outside agencies such as health visitors, school nurse, speech and language therapist, educational psychologist, social services, inclusion support services; early year's inclusion support services etc. in fact any one who can help us to help our children. We have a Disability Action Plan and Scheme agreed by staff and governors.

School structure for Identification and Assessment

Early Years Action / School Action

A child identified as having special needs will have differentiated work. If extra support is still needed then the Special educational needs co-ordinator will begin to work more closely with the child's teacher and take joint responsibility in managing the child's provision. The child will be further assessed and a programme of learning (individual education plan) devised based upon their most urgent needs. At this stage the parents, carers will be notified of their child's need, and the school's plan of support. The child will sometimes work alongside our teaching assistants either in a small group or alone and will follow the programme devised. The class teacher and the teaching assistants will have regular meetings to discuss each child's progress. Termly review sessions will also take place involving staff, parents, carers and the child. Our overall aim at this stage is to give the child those skills needed to be able to function independently in the classroom environment. We will measure our success by the confidence that the children gain and the way that they are able to go and work independently in the classroom. Progress is also measured by outcomes achieved and recorded on individual education plan at the review. At the end of each term the staff will spend time together deciding which children still need extra support and identifying any new children who would benefit from more support. Children following individual education plans have a passport which is kept inside the class register to inform supply teachers, passports also support children in their transfer to the junior school. A list of medical conditions and barriers they

may create (in line with Disability Discrimination Act) is also used in the same way.

Early Years Action Plus / School Action Plus

If after a child has been assessed and their progress through programmes provided is still causing a concern then the school involves outside agencies e.g. Inclusion Support Services, Educational Psychologist, Emotional and Behavioural Difficulties Teacher/ Behaviour Support Teacher will be involved at this stage, except in the case of children with a physical difficulty. Parents, carers will be aware of this through the termly reviews. As a school we make a positive effort to maintain close links with the outside agencies so that support will be available for our children as soon as we feel it is necessary. After consultation with all parties concerned an agreed action plan will be implemented. Termly reviews will continue as before so that parents carers are consulted and their views are taken into account. A percentage of targets achieved by each child on review will be measured and shared with family special educational needs co-coordinators and county.

Statutory Assessment / Statement of Special Educational Needs/High Level Needs Bids

This is made simpler by the detailed records that have been kept during the previous stages i.e. individual education plans, records of reviews etc... The child's programme will then be jointly agreed and monitored by the outside support agencies, school, parents, carers and child but the outside support agencies will be more involved in the procedures and play a major role rather than an advisory one.

If a child is considered to have significant special educational needs that require a multi-professional assessment and there is a particular need for long term planning and continuous monitoring then a statement of special educational need will be produced. A statutory assessment may be requested by the school/setting, the parent or an outside agency. Whoever requests the assessment must ensure that the other interested parties are consulted.

Statement re Children who are being "Looked After"

At Netherfield we will ensure that all staff, both teaching and non teaching, are aware of the situation of all children being looked after by the Local Education Authority or adults other than their parents, and those who are brought to and collected from school by a variety of other adults. We will ensure that staff are aware of the difficulties and educational disadvantages that may affect these children and will implement systems to identify their individual needs so we can provide support.

Vulnerable Children

Children who are considered in the teachers professional judgment to be vulnerable are highlighted on the in house tracking system.

Success Criteria - This policy will be successful if it:

- enables us to support children with special needs effectively
- informs everyone about what we do in our school to help support children with special needs
- produces a unified approach throughout the school to children with special needs
- ensures that all staff are well informed and receive adequate training
- ensures special educational needs co-ordinator is well trained and given time to use his/her expertise
- gives parents, carers clear information so that they can trust our school to do the best for their children enables parents, carers and children to talk about special needs, our approaches and achievements and any difficulties.

- encourages a positive working relationship with outside agencies
- heightens awareness of Governors and gives them confidence in our approach to children with special needs

Resources

- An experienced teacher is allocated the role of Special Needs Co-ordinator
- Funding is made available to release staff to attend liaison meetings and training with other schools in the Meden Family
- Family Flexibility (Special Educational Needs) funding is made available to release staff for liaison meetings and termly reviews
- School funds some teaching assistant's time from its own budget, this is supplemented by Local Education Authority (Special Educational Needs) funds, and Meden Family Additional Family Needs money where appropriate
- Funds are made available so that staff can attend courses and develop their skills
- An amount is allocated annually for new resources for this area e.g. books, assessment packs, posters and games etc
- We endeavour to make the school building and curriculum accessible to all (See School Access Plan)