



## **GREAT MOOR INFANT SCHOOL**

### **Special Educational Needs and Disabilities** **2017 (updated May 2019)**

**Please read in conjunction with the School Offer, outlining provision in school and the Local Offer, outlining the provision within the Local Authority (documents are available on website)**

# GREAT MOOR INFANT SCHOOL

## Policy Statement - Special Education Needs and Disabilities (SEND)

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## Rationale

The 'Children and Families Bill' published in 2014 requires that each Local Authority keep under review information about services available for children and young people with Special Educational Needs and Disabilities (SEND). This is referred to as the 'Local Offer'.

The 'School Offer' provides information for parents/carers of children at our school, Great Moor Infant and Nursery, who have Special Educational Needs and/or a disability and all staff who support children with additional needs. It will be reviewed at least annually.

At Great Moor Infant school parents, all staff and Governors have very high aspirations for our SEND pupils. By putting in place building blocks for successful learning, it is our aim to enable SEND pupils to achieve highly in school.

The areas of SEND identified in the 2014 Code are:

- Communication and interaction
- Cognition and Learning
- Emotional and Social Development (including mental health / behavioural issues)
- Sensory and / or physical

The 2014 Code sets out a graduated response. This recognises that all children learn differently and have individual needs. Our aim is for support to be focused on individual needs and personal outcomes.

As a school we are committed to working closely with parents in order for the child to reach his/her potential. Great Moor Infant School recognises the critical role that parents/carers have in the process.

Early identification of SEND is critical in order that the best support can be put in place for learning to take place.

## Aims and Objectives for SEND at Great Moor Infant School

### *Aims*

We are committed to promoting inclusion and aim to provide excellence for all individuals and groups of learners, including those with diverse and complex needs. Safeguarding the interests of all pupils and ensuring they achieve their full potential is key. All children have the opportunity to join with their peers in the life of the school. We aim to pay particular attention to the provision for and achievement of different groups within the school. Additional resources and support are made available where appropriate.

At Great Moor Community Infant School we aim to ensure that children with SEND receive their entitlement to a broad, balanced education meeting the

requirements of the wider appropriate curriculum, enabling them to become lifelong learners and responsible citizens.

### *Objectives*

- To enable early identification of pupils with Special Educational Needs and / or Disabilities (SEND) and initiate support
- Through systematic, continuous assessment monitor, record and regularly review the progress of each individual and to provide an appropriate action plan
- To fully integrate pupils with SEND through differentiation and appropriate provision
- To develop a consistency of approach by ensuring that all staff are aware of pupils specific needs and the planning, teaching and learning strategies used in school
- To encourage and develop pupil's confidence and self-esteem
- To work in partnership with parents/carers through discussions and practical help at appropriate stages
- To consider involving the support of additional agencies where appropriate
- To ensure a consistency of approach throughout all key stages especially during transition

### Criteria for Identification of Special Educational Needs and / or Disabilities

Special Educational Needs and Disabilities are identified initially when a child meets the following criteria:

- Has significantly greater difficulty in learning than the majority of children the same age in the school
- Has a specific learning difficulty and is experiencing problems with certain areas of the curriculum
- Has a disability or sensory impairment which prevents or hinders her/him from making use of the usual educational facilities
- Has emotional and / or behavioural difficulties
- Has talents which require an enriched and extended curriculum

### SEND Support Plan

At Great Moor Infants School the parents of SEND pupils are invited to attend a termly meeting focussed on individual need and progress. This is called a 'Person Centred Review' (PCR). Before the meeting takes place parents are invited to complete a pro forma outlining thoughts and views with regard to their child. This enables parents to come to the PCR having considered their child's needs. It further increase the opportunity for staff to work in close partnership with parents. At the meeting parents are informed of any extra or different help that their child may be receiving.

Where appropriate, a child may be invited to join part of the meeting – to share a piece of work for example. More usually pupils complete a simple pro forma with

a teacher or teaching assistant, outlining views, likes and what will assist learning.

By making observations and assessments, planning and reviewing in partnership with parents, staff are able to provide stepped support and access professional expertise as appropriate. As a result of this a SEND Support Plan is produced. This includes specific, measurable, attainable and realistic target which are set within a timeframe.

During and following the PCR staff produce a One Page Profile. This documents parental and the learner's views. All pupils who have a SEND Plan must have a One Page Profile.

### Education, Health and Care (EHC) Plan

Education, Health and Care (EHC) Plan provides support for children with significant and complex needs. A child with an Education Health Care Plan has a statutory entitlement to the support identified in the documentation.

An EHC plan will place emphasis on personal goals and will describe the support a child will receive. EHC plans consider the recommendations of parents, the child and educational, health and social care professionals.

This document is produced by the Local Authority Reviewing Officer. An Education Health Care Plan may also identify the number of hours of support a child may be entitled to receive.

Termly review meetings, including an annual review of the EHCP take place.

### Parents / Carers

Parents will be kept informed and are encouraged to be involved at all stages of their child's education. At Great Moor Community Infant School we have an inclusive, open door policy.

Teachers are available on some occasions for informal discussion after school. It is important that parents and carers feel welcome to come into school to discuss any worries they may have, as they often have valuable information to contribute.

Individual appointments with school staff or professionals from other agencies to discuss specific issues regarding a child's progress must be made available to parents when mutually convenient.

The SENDco or co-headteacher is available to meet with parents to discuss a child's progress or any concerns/worries.

### Links with Support Services

Teachers and facilities from outside the school, including links with the support services for SEND are utilised according to the specific needs of the school/pupils. Professionals that school may suggest referral to include:

- Speech and Language (school have purchased one morning per week SaLT support from an NHS provider)
- Occupational Therapy
- Physiotherapy
- Learning Support Service
- Educational Psychology (on occasion the EP may refer to Child and Adolescent Mental Health Service)
- Sensory Impairment Service
- Behaviour Support Service
- English as an Additional Language Service
- School Nurses
- Specialist Nurses e.g. asthma, epilepsy, diabetic, incontinence
- Other voluntary/charitable services also are available e.g. for bereavement

### Support and Interventions Available

A number of interventions are available within school in order that pupils can be supported and challenged:

- Stockport Early Reading intervention (SERI)
- Motor Skills United (focus on developing fine and gross motor skills)
- Friendship Group (developing team building and social skills)
- Literacy and Numeracy interventions
- Occupational therapy programmes
- Speech and Language Therapy
- Social Stories (social and communication issues)
- Talking Together (speaking and listening)

### Induction into school and links between Key Stages

The induction process enables staff to liaise with feeder nurseries and parents / carers. Liaison will take place between all key stages throughout Great Moor Infants and into Great Moor Junior School. Meetings are held between teachers from the different key stages to ensure a smooth and seamless transition from the Foundation Stage to Key Stage 1 (KS1) and from KS1 to KS2.

### SEND Leadership

Co-headteacher and SEND KS1 Lead – Mrs Yvonne Dobson

Co-headteacher – Mrs Debbie Furness

SEND Lead Professionals Early Years – Ms Rachel Wilkinson, Ms Eve May

## Responsibilities of this team

- The strategic management of all the support for children with SEND.
- Monitoring the progress of those with SEND through the school's termly tracking and internal SEND review meeting procedures.
- Ensuring that the Governing Body is kept updated regarding any issues in the school relating to SEND.
- Ensuring that school is inclusive and accessible.
- Alongside the Governors, ensure that admissions to the school are carried out in line with LA policies.
- Developing the school's SEND Policy.
- Liaising with school staff and external agencies who may be coming into school to help support the wellbeing and learning of SEND pupils.
- Assisting in planning next steps for learners alongside the class teachers. This will then be recorded within an Individual SEND Support Plan.
- Leading Reviews for SEND pupils who have EHC plans by gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Ensuring that all members of staff working with SEND pupils in school are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Organising training to enhance the skills and knowledge of staff when considering the needs of individual pupils and standards across school.
- Ensuring that all SEND children have access to the highest quality provision.
- Working in partnership with SEND administrative support team.

## All class teachers:

- Ensure that all pupils have access to the highest quality provision and that the curriculum is adapted to meet pupils' individual needs.
- Enable pupils to make excellent progress through the differentiation of learning, identifying, planning and delivering any appropriate, additional support required.
- Completing and sharing all necessary documentation including SEND Plans, One Page Profile.
- Ensure SEND Plan is anonymised within pupils' books.
- Carry out a PCR termly.
- Ascertaining the child's views on how well he/she is progressing and what might support further learning.
- Ensuring that all members of staff working with specific pupils in school are aware of individual needs and what specific adjustments need to be made to enable progress.
- Participate in / attend relevant training.

## Teaching Assistants (TA):

Great Moor Infant School employs a large number of highly skilled and committed TAs.

- Our TAs may be allocated to a pupil or group of pupils with special educational needs and/or disabilities.
- They provide in class support under the direction of the class teacher or outside agency.
- TAs are skilled / trained in delivery of intervention programmes.
- All TAs at Great Moor Infants are imperative to the wellbeing of our SEND pupils.
- They come to know the pupils and families that they are supporting exceptionally well. Relationships are built on trust, kindness, knowledge and care.

## Role of the Governors:

The Governor with a special interest in SEND is Lorna Wilkinson.

The Governing Body must:

- Secure that the necessary provision is made for any pupil who has Special Educational Needs and / or disabilities
- Ensure that all teachers in the school are familiar with the SEND policy and are aware of the importance of identifying and providing an appropriate curriculum and support for those pupils identified as having Special Educational Needs and / or disabilities
- Ensure that pupils with Special Educational Needs join in the activities of the school with their peers in the spirit of inclusion
- Monitor progress of SEND pupils over time
- Consider and monitor implications on budget of SEND provision
- Have regard to the Code of Practice 2014 when carrying out their duties toward all pupils with Special Educational Needs and / or disabilities

## Admissions

Stockport Local Authority admission arrangements apply to all pupils at Great Moor Infant School. Further information is available from Admissions Support and Advice, Stockport.

[admissions.support@stockport.gov.uk](mailto:admissions.support@stockport.gov.uk)

## Access

The school is a single storey building. It is partly accessible for disabled pupils although two of the classrooms have stepped entrances. The main entrance, reception unit and nursery have wheelchair access. There is ramped access into the library/hall area. The school has two accessible toilets. Three classrooms have hearing loops.

### Funding

Money to fund provision for pupils with SEND is in part allocated specifically for purpose by the Local Authority. It is within the school budget. Specific pupils may also receive 'top-up' funding throughout the year.

### Complaints Procedures

Complaints from parents/carers of pupils with SEND concerning the provision made at the school are dealt with in the same way as other complaints. Further information is in the school prospectus and on the school website.

### Professional Development

Training for staff in relation to SEND is provided by the SEND team and where applicable, outside agencies. Account is given to the overall priorities of the School Development Plan (SDP) and the needs of specific pupils.

### Disapplication from Tests

Occasionally it may not be appropriate to administer tests to a pupil with SEND. On rare occasions it may be necessary to 'disapply' the child from National Curriculum assessments. Such a decision is taken by the co-headteachers considering all information available. Advice must be sought from the LA. It must be carefully recorded for governor and LA, and Department for Education information.