



# Cheam Park Farm Infants School



## A Whole School Policy for Special Educational Needs

At Cheam Park Farm Infants School we include all children and give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. We are fully aware that children have diverse learning needs.

We set high expectations and provide opportunities for all pupils to achieve including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds.

We are aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. Teachers plan and teach so that all pupils can take part in lessons fully and all the pupils' needs are met.

We believe that all children are lovable and capable. We support all children to reach their personal best.

This policy should be read in conjunction with the Inclusion policy, Monitoring & Evaluation Policy, Assessment Policy, Intimate Care Policy, Equal Opportunities Policy and Racial Equality Policy as well as all relevant school and Local Authority (LA) policies.

### **Objectives of the Special Educational Needs (SEN) Policy**

To ensure that:-

- all pupils at Cheam Park Farm Infants School are valued equally, irrespective of ability, race, gender, class and community.
- all our pupils are entitled to be given maximum possible access to a broad balanced and differentiated curriculum including the National Curriculum and Early Years Foundation Stage.
- our aims of education are the same as those for all children - to help them achieve their personal best. We recognise that the help children need in progressing towards our aims will be different.
- any of our pupils may encounter difficulties in school at some stage. They are entitled to have their particular needs recognised and addressed as early as possible to ensure that they experience success.
- it is the responsibility of all teachers to identify and meet the Special Educational Needs (SEN) of pupils. In this they follow a graduated approach working collaboratively with colleagues in school, the child and its parents and agencies outside the school when appropriate.

- the curriculum for pupils should be matched to their special educational needs and delivered in such a way that access to their peers and community is maintained.
- consideration of SEN crosses all curriculum areas and all aspects of teaching and learning. Good special needs practice is good practice for all pupils.

### **Arrangements for Co-ordinating the Provision of Education for Pupils with SEN**

Provision for pupils with SEN is a matter for the school as a whole. Whilst the governing body have statutory duties the headteacher, SEN co-ordinator (SEN Co) and all other members of staff have important responsibilities. An action plan for SEN is included in the School Improvement Plan. SEN Co, Headteacher and SEN Governor review the targets of the plan regularly.

At Cheam Park Farm Infants School the following division of responsibilities has been made: -

The governing body in co-operation with the headteacher determines the school's general policy and approach to provision for children with SEN, establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The governing body has an appointed governor to take particular interest in and closely monitor the school's work on behalf of children with SEN

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The governing body will be kept fully informed and work closely with the school's SEN co-ordinator.

The SEN co-ordinator has responsibility for the day-to-day operation of the school's SEN policy. The duties are as follows: -

- to liaise with and advise fellow teachers on the progress of individual children with special needs
- co-ordinate provision for pupils with SEN particularly at School Action/School Action Plus
- oversee the progress and records of pupils with SEN
- to liaise with parents of children with SEN in conjunction with the headteacher or class teacher when appropriate
- to identify, plan co-ordinate and contribute to the in-service training of staff alongside the Inset co-ordinator and headteacher.
- to assist the headteacher in liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

## **Admission Arrangements**

At Cheam Park Farm Infants School, we will follow the current LA Admission Arrangements to Nursery and Primary schools.

We welcome all children and believe in inclusion for all children. We endeavour to meet the needs of all children who are admitted to Cheam Park Farm Infants School.

## **SEN Specialism and Facilities for Pupils with SEN**

At Cheam Park Farm Infants School there is no special unit for children with SEN; the children are all fully included in school life. Children with physical disabilities such as cerebral palsy, visual impairment and medical conditions such as diabetes and cystic fibrosis have been successfully educated and are fully included as members of a class. Over the last few years the school has successfully included children with varying degrees of autism.

Some staff have attended SEN training provided by the London Borough of Sutton and all have been involved in 'in-school' training.

The main school building is on one level and is accessible for wheelchair users. The nursery unit is also on one level and is easily accessible to wheelchair users. Rainbow House is also easily accessible to wheelchair users and has a disabled toilet. A management plan is put in place if a disabled person needs to use upstairs.

## **Allocation of Resources to and Amongst Pupils with SEN**

Cheam Park Farm Infants School is allocated money through the LA's 'Additional Learning Support' fund. This money is used to provide additional classroom support for children without statements but who have SEN and to release the SENCo to support, assess and monitor children with SEN. In addition the remainder of SENCo release time is paid out of general staff funding.

When children receive a statement of need, a sum of money from the LA's 'integration fund' may be allocated to the school to help provide extra classroom support or appropriate equipment required by the child (as specified on the statement).

Resources and equipment for children with SEN is bought using capital equipment money and/or school fund money if a need has been identified and considered a priority by the staff. Examples include laptop computers, special furniture and equipment.

## **Identification, Assessment, Monitoring and Review Procedures.**

The task of identifying and providing for the special needs of pupils is primarily the responsibility of the class teacher, under the guidance of the headteacher and SEN co-ordinator. At Cheam Park Farm Infants School we follow the London Borough of Sutton's 'School Graduated Assessment and Provision'.

The precise nature of learning difficulties is often difficult to identify, they are often a result of a combination of factors within the child and the environment. It is important, therefore, that any

attempt to assess a child who appears to be experiencing difficulties, should be based on close observation of the child in a variety of situations and over a period of time. Evidence should be gathered from observations, school assessments and lesson evaluations. If a child is experiencing some difficulty, the class teacher should examine how the class practice and organisation supports the child.

Should difficulties persist and the class teacher has to provide a curriculum which is significantly different to the rest of the class it will be necessary to begin the following procedure of School Action:-

### **Triggers for Intervention through School Action**

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

### **School Action**

Through assessments and tracking the class teacher, assessment co-ordinator, SENCo and Headteacher acknowledge the pupil is working below the expected level for that year group.

The SENCo and class teacher consult the 'Provision of Management' file which specifies the intervention of group work available for each year group.

An individual education plan (IEP) is not drawn up at this stage if the child falls within the available provision. The provision for individual children is recorded on an 'additional provision' sheet, within the SENCo's records and on group record sheets. Parents are informed of additional provision and asked to provide any help they can give to their child at home. Occasionally when a class teacher or SENCo deems it necessary they draw up an IEP. So far as possible the plan should build on the curriculum the child is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the child's teacher. The plan should usually be implemented, at least in part, in the normal classroom setting.

The IEP should be written on the appropriate form and should include specific targets to be achieved by the pupil in given time and the special educational provision required to ensure this i.e. staff and parental support, specific activities and materials to be used. The means by which the targets will be assessed should also be made clear. This may be by teacher assessment or through the use of standardised tests.

IEPs should be reviewed within a term with the child, class teacher and parents.

The review should focus on:-

- progress made by the child.
- effectiveness of the education plan.
- contribution made by parents at home.
- updated information and advice.
- further action.

The outcome of the review may be

- the pupil continues at School Action and a new or amended IEP is drawn up in the light of the experience of the first plan.
- the child no longer needs additional help. The child's progress is adequate.
- the child moves to School Action Plus if after a period of a time the child's progress is inadequate.

### **Triggers for School Action Plus**

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At School Action Plus the SENCo takes a leading role, working closely with the child's teacher and sharing responsibilities for the child with external specialist services relevant to the child's needs. Such support may come from one or more of the following: teachers in the LA's learning support service, the advisory teacher for children with SEN, teachers of the visually and hearing impaired, teachers from the speech, language and communication support service, the educational psychology service, child health services including Speech & Language Therapy (S&LT) and social services.

A new IEP must be drawn up including input from support services detailing new targets and teacher strategies, monitoring and review arrangements. The review should be termly to include the child's teacher, child, and the child's parents. The outcome of the review may be:-

- the child continues at School Action Plus if progress has been at least adequate, a new IEP may be drawn up.
- the child could revert to School Action if the child's progress has been good.
- the headteacher considers referring the child to the LA for statutory assessment.

### **Referral for a Statutory Assessment**

When making a referral for a statutory assessment the school submits to the LA the documentation regarding the child's education at School Action and School Action Plus including IEPs and evidence of the involvement and views of specialists from outside the school.

If the LA decide that a statutory assessment must be made advice is sought from the parents and educational, medical, psychological and social services. The SENCo completes a form 'SN10 - Educational Advice'.

Having received all the advice, the LA must decide whether they need to make a statement.

### **Statement**

A statement is drafted within six months when the LA is satisfied that the child's needs are significant and/or complex; have not been met by measures taken by the school; or may call for resources which cannot 'reasonably be provided' within the budgets of mainstream schools in the area. The statement provides a precise educational prescription for the child stating his/her special educational needs, the special educational provision, appropriate school placement and any non-educational needs and provision necessary.

Statements are reviewed annually, sooner if the child's special education needs change. All those professionals involved with the child as well as the parents and, when appropriate, the child are invited to attend the review. An annual review return form is completed, indicating whether the statement should continue, be amended or no longer be maintained. This is returned to the LA along with a 'Resource Band Evidence' form which will help to determine the level of funding given to the child for the following year.

The majority of children with SEN will not need to pass through all stages of assessment and provision. In certain circumstances it may be necessary to omit a stage or stages to provide the help a child requires. The aim is to meet the needs of the child by full inclusion at Cheam Park Farm Infants School.

Teachers are advised to consult the 'Code of Practice' and the London Borough of Sutton's Special Educational Needs Handbook for further guidance on the procedures.

### **Access to the Curriculum**

Children with special needs are educated in a mixed ability class in their appropriate year groups.

In exceptional circumstances it may be decided that a child's educational needs would be best met by moving the child to a class of a higher or lower year group, either as a temporary or permanent measure.

If a child receives additional teaching support this will be given whenever possible in the classroom situation. At times, however it may be beneficial for the child to work on a one-to-one or small group basis in an environment where there are fewer distractions. If a child is withdrawn from the classroom the teacher should give careful consideration as to what the child is missing by not being present in class.

At Cheam Park Farm Infants School the Early Years Foundation Stage, programmes of study from the National Curriculum and Primary National Framework have been used to guide our whole school planning. Staffs are constantly developing schemes of work for each subject of the curriculum providing a framework for progression ensuring that all pupils receive a broad and balanced curriculum. Although the National Curriculum Orders indicate levels covered by the majority of pupils at the end of each key stage, it is recognised that some pupils will need to work at different levels if they are to progress and fulfil their potential. The inclusion statement in the current National Curriculum advises on further differentiation.

The School schemes of work form a basis from which planning differentiated work for pupils can be undertaken. The possibilities for differentiation of classroom methods are, in theory, limitless as every learner (and teacher) has unique learning needs and experiences. Please refer to the teaching and learning policy for suggestions of ways to differentiate classroom methods.

## **Parental Involvement**

Our aim is to work in partnership with parents and to fully involve them in their child's education.

Parental concerns are taken seriously and the headteacher and teachers are available by appointment to discuss matters with parents. When a child is identified as having SEN the parents are invited into school to discuss ways in which their child can be helped to make progress. The school graduated stages of assessment and provision are explained to the parents by the class teacher, SENCo or headteacher.

Parental views are sought and incorporated in assessment and review especially when their child is about to move school between stages. A letter is sent home to parents when their child is receiving SEN support informing them of the stage of assessment he/she is at. Their consent is required when children are referred to the educational psychologist or the learning support team. If formal assessment is being initiated the headteacher meets with the parents to talk through the statementing process and offers advice and support. Parents are always invited to attend annual reviews.

The parents of all children have the opportunity to attend two Home/School consultations a year. The school also holds parent workshops and curriculum meetings at which our aims and approaches to areas of the curriculum are explained. We believe that all education including special educational provision is more effective if parents are fully involved.

If a parent has a concern about the provision made at school for their child, which cannot be resolved through discussion with the class teacher and the headteacher they may wish to take the matter further. There is a borough complaints procedure for any area of the curriculum, which is available from the headteacher.

## **Links With Other Schools**

In order to meet a child's individual special educational needs it may be beneficial to seek the advice of staff working in other schools who may have relevant specialist knowledge, experience or facilities e.g. Sherwood Park School. The LA's SEN advisory teacher would be able to suggest possible sources of advice.

If a child with SEN at Cheam Park Farm Infants School is to be transferred to another school, whether mainstream or special school, we aim to make the transition as happy and trouble free as possible. We would allow the child to make visits to his/her new school if this was acceptable to the staff of the school and they would be welcome to visit Cheam Park Farm Infants School to see the child in a classroom situation. The transfer of records would be completed as quickly as possible to ensure a continuity of support.

The special educational needs of children in Year 2 at all stages are discussed with the SENCo and Year 3 Class Teacher from the receiving Junior / Primary school in the summer term before the children leave Cheam Park Farm Infants School.

The annual reviews of children in Year 2 should include consideration of the school, which will be appropriate for that child at Key Stage 2. Timing and advance planning is essential. At the review meeting during the child's last year at Cheam Park Farm Infants School there should be discussion as to how best help the child make the transition between the Infant and the receiving school. The SENCo and Headteacher of the appropriate Junior / Primary school would be invited to attend the final review meeting.

## **Links With L.A Support Services**

The school has a designated educational psychologist who makes regular visits to school to discuss, assess and review children with SEN. Regular training is provided to enable staff to develop an understanding of the needs of children, the differentiated curriculum and the provision available in the LA.

A member of the Learning Support Team can provide one-to-one support for children at School Action Plus, as required.

Children at Cheam Park Farm Infants School can receive support from members of the Speech, Language and Communication Needs Service (SLCNS) who work with children with language difficulties.

The SENCo attends regular LA SENCo meetings at which SEN issues are discussed and information is exchanged. In addition she attends training on the Code of Practice and leads whole school staff training. Where necessary, training involves teaching assistants, playground supervisors and other non-teaching staff.

If a child who has been receiving help from the Portage Service joins our nursery or reception class advice would be sought from their Portage worker.

## **Links With Other Agencies**

### **Health Service**

A school nurse / nursery nurse regularly visits Cheam Park Farm Infants School. The role involves entry to school health checks and health and hygiene talks to the children, parents and staff.

Further advice and support may be given to children the school nurse has identified as having a need after an initial health checks. Children may also be referred to the school nursing service by the SENCo.

The school nursing service may refer a child to further medical services such as Occupational Therapy, Physiotherapy, Paediatric Consultant.

Representatives of the health service are invited to attend annual reviews when appropriate and give support

### **Early Intervention Prevention Service (EIPS)**

The School purchases this service and refers children and families who are experiencing difficulties. The difficulties may lie in parenting or childhood problems. The support worker works with the child / family with the aim of making a change in the child's life.

### **Common Assessment Framework (CAF)**

A Child and Family Support meeting is held when difficulties arise within a family. All professionals involved with the family are invited to attend as are the parents. An assessment is carried out and the lead professional completes a CAF. Services are requested according to need and a review meeting is timetabled to review whether the child's needs have been met or whether further intervention is necessary. The CAF is sent to the CAF administrator or Access Point – depending whether the child has disabilities or not.

### **Social Services**

If a child is known to social services the headteacher would ask for any advice and information relevant to assessing the child's SEN. The headteacher would, whenever possible, attend Child in Need Meetings, Child Protection Case Conferences or Core meetings involving children from Cheam Park Farm Infants School. Representatives from social services would be invited to attend review meetings of children known to them.

### **Voluntary organisations**

The addresses of, and information from, voluntary organisations are kept as a central resource for teachers to consult. When a pupil has a particular special need the school would contact the appropriate organisations for advice, which would help them meet the needs of the pupil. The pupil's parents would also be given this information if they were previously unaware of it. Representatives from voluntary organisations may be asked to talk at staff or parents' meetings when appropriate. The school supports the LA Parent Partnership Scheme.

A list of contacts of the local agencies, which provide services for children with SEN, can be found in the Special Needs Handbook.

### **Gifted Children**

See Gifted and Talented Policy

### **Children for Whom English is an Additional Language (EAL)**

The Code of Practice clearly states that a child should not be considered to have Special Educational Needs on the grounds of language differences alone. Children for whom English is an additional Language (EAL) receive additional provision under the Ethnic Minority Achievement Grant (EMAG). It may be the case, however, that some EAL children will also have special educational needs. It may be very difficult to decide whether their learning problems are purely language based or of a more permanent nature. Advice should be sought from the EAL service.

### **Children With Medical Needs**

The staff and governors at Cheam Park Farm Infants School will be sensitive and sympathetic to any child with medical needs. They will be made welcome and their needs meet appropriately.

Through close liaison with parents and the health service the child's medical and educational needs will be clearly identified and a personal education plan / risk assessment care plan will be drawn up. These plans will be discussed and copied to all appropriate parties. They will be monitored and reviewed regularly.

If a child is expected to be absent on medical grounds for an extended period the SENCo will organise a meeting to plan and provide a work programme for the pupil as appropriate to their educational needs. The borough school attendance officer will be notified of the absence.

If a child is on long-term sickness the SENCo will liaise with the tuition service in order for the child to continue to progress and succeed across the curriculum.

On return to school the child with medical needs will be integrated appropriately with the support of the SENCo, class teacher and teaching assistant. Close liaison with the parents and health service will identify particular needs. Arrangements for administration of any necessary medicine will be agreed according to school and LA policy.

The opinion of the child will be sought and the child will be involved in discussions if appropriate.

The school will keep the child who has medical needs on roll even if he/she is absent and unable to attend school for lengthy periods of time.

Close contact will be kept with the parents/carers as well as all agencies involved with the case. The family will be encouraged to return the child to school as early as is safely possible. A risk assessment will be carried out on the child's return to ensure the child is safe to be in school.

## Resources

There are many resources for SEN throughout the school. Specific resources for children will be purchased when appropriate.

## Monitoring & Evaluation

- a termly report from SENCo is written for Headteacher and governors on Curriculum and Achievement Committee reviewing the progress of SEN children.
- monitoring of IEPs is undertaken to ensure the children's needs are being met.

## Complaints Procedure

Parents are encouraged to raise their concerns as soon as possible with the class teacher or SENCo and work towards a solution with staff.

If they cannot be resolved a formal complaint can be made to the Head teacher and SEN governor.

If the complaint is not resolved at this level it can be referred to the LA Executive Head of SEN Department.

The LA Policy for dealing with complaints about schools has been adopted by the governing body.

In cases where the parents do not agree with the outcome of an annual review or the Local Authority has decided not to implement any proposed changes to the child's statement following an annual review parents have a right to appeal against this decision to the Special Educational Needs and Disability (SEND) tribunal. Contact details can be obtained from the SENCo or Local Authority.

## Evaluating the Success of the Policy

The success of the policy is evaluated through the on-going review of the Code of Practice by the Headteacher and

SENCo in conjunction with all class teachers and support staff. The overall aim and expectation is for all children to make good progress.

In addition to this there will be regular monitoring and evaluation by each curriculum co-ordinator as part of their co-ordinating role. The SENCo will be given extra release time to monitor and evaluate SEN provision throughout the school in conjunction with the Headteacher.

The outcomes of any SEN initiatives are communicated to the governors by the headteacher at committee meetings and in the termly report to them.

Adopted by staff and governors.

Committee: .....

Signed: .....

Date: .....

Date of next review: September 2015