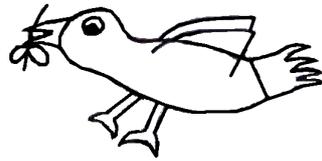


Mengham Infant School

Special Educational Needs Policy



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Mengham Infant School
where a happy child is a learning child

Reviewed by: Inclusion Manager/Curriculum Committee
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Mengham Infant School
POLICY FOR SPECIAL EDUCATIONAL NEEDS

"Every teacher is a teacher of children with Special Educational Needs."

Aims

At Mengham Infant School, we aim to ensure that every child feels a valued member of our school community, should participate fully in the life of the school, make good progress and have positive self esteem. We recognise the role of the Special Educational Needs Support team (SEN Support) in ensuring that all children, including those with special educational needs, work in a safe and healthy environment, enjoy learning and feel that they are making a positive contribution to the life of the school.

We aim to give support to children with special educational needs by effective identification of needs, managed by using appropriate interventions and strategies. We aim to support colleagues and parents through consultation, positive discussion and by the provision of appropriate resources and information.

Through support, both within and outside the classroom, children with Special Educational Needs will be given the greatest possible degree of access to a broad and balanced education. This will necessitate quality first teaching and creative differentiation. We aim to work within the guidance provided by the Special Educational Needs and Disability Code of Practice 2014.

Definition of Special Educational Needs

Children have special educational needs if, despite regularly monitored quality first teaching and a clear understanding and identification of a child's needs, a pupil continues to make inadequate progress. At this point, the class teacher, working with the Inclusion Manager, will assess whether the child has a learning difficulty. This assessment will include using the screening materials available to the school together with analysis of progress over time using the school's tracking system.

For identification purposes there are four areas of need;

- Communication and interaction,
- Cognitive and Learning,
- Social, mental and emotional health
- Sensory and/or physical

A child with behavioural difficulties will not be regarded as having a special educational need and will not automatically be placed on the school's Special Educational Needs (SEN) Register. All children placed on the register will receive special needs support appropriate to their identified needs. Funding for this support will come from the school's notational SEN budget. Additional funding to meet the needs of pupils with complex needs will be provided by the Local Authority.

The school will assess each child's current levels of attainment on entry. If the child already has an identified special educational need, this information must be transferred to the Early Years Setting / the class teacher and the Inclusion Manager.

In School Screening and Interventions

The children identified as having special educational needs have an entitlement to quality first class teaching within their class, this may be supported by classroom Learning Support Assistants (LSAs). but also need to access programmes aiming to accelerate and maximise their progress and to minimise performance gaps. These programmes are delivered 1:1 or in small groups by LSAs.

Dyslexia Screening:

During the Summer Term, children in Year R, experiencing difficulties with aspects of literacy, will undertake the Cognitive Profiling System (C.O.P.S.) programme with a designated Special Needs Learning Assistant. **The programme identifies those children who are most at risk of having Specific Learning Difficulties.**

Those identified will receive the Screening and Intervention for Dyslexia, Notably Early Years (**S.I.D.N.E.Y. * Intervention Programme**) during the Autumn Term when in Year 1. Parents are informed that their child is starting the programme and are invited to observe a session and to ask any questions about the delivery of the programme and its aims.

The school will continue to monitor children for Dyslexia and may use the Dyslexia Early Screening Test to achieve an 'at risk' score. This test is administered with the permission of parents and the results are sent home.

(*SIDNEY (Screening and Intervention for Dyslexia, Notably in the Early Years)

SIDNEY is the acronym for a successful programme developed in Hampshire; it stands for Screening and Intervention for Dyslexia, Notably in the Early Years.)

Other programmes currently delivered at Mengham Infant school:

- Post S.I.D.N.E.Y - 123 high frequency
- PORIC - Personal Object Representational Independence Consolidation. - reinforcing concepts through concrete, focused activities.
- Precision Teaching (Focused intervention, bespoke to child's individual literacy needs).
- Reading Reflex
- Phonological Awareness Training (PAT)
- The Narrative Approach (the art, technique and process of narrating)
- Hand Gym
- Social Skills
- Speech link
- Language link
- First class @ number.
- Phonic groups.
- Classroom based support.

Therapists.

Speech and language programmes and recommendations from Occupational Therapy and Physiotherapy are also delivered on a 1:1 or small group basis. The input from the Therapists is minimal and school will oversee the screening and delivery of language programmes, both comprehension and pronunciation.

The screening and intervention programmes will be monitored by the Inclusion Manager and the SEN Administrator. Their impact will be measured by testing before and after intervention.

Additional In - school Support:

Oasis Nurture Group

Children identified as lacking in self- confidence might find it difficult to express their ideas and emotions in the classroom or might be quiet and withdrawn. Nurture provides an opportunity to participate in activities aimed at raising self- esteem and for building positive relationships with adults and peers.

Links with External Agencies

Mengham Infant School is committed to a multi - agency approach to the management of special educational needs. The Inclusion Manager will enlist the help of relevant support agencies and will implement suggested programmes of support. This extends to supporting the families where necessary.

'... support for children with special educational needs requires a concerted approach from healthcare professional, social services departments, specialist Local Education Authority support services and other providers of support services.'

5.27 Special Educational Needs and Disability Code of Practice

Mengham Infant School regularly liaises with:

- Children's Services: Specialist teachers and advisers supporting children with hearing, visual and speech and language impairments, behaviour problems and physical disabilities.
- School Nurses
- Social Services.
- Hampshire Educational Psychology Service providing problem solving strategies, assessment, behaviour management strategies, and training for teaching and support staff.
- Child and Adolescent Mental Health Service (CAMH's)
- Primary Behaviour Support (PBS)
- Behaviour Support from the Behaviour Team, Riverside Special School and the Waterloo School.
- Speech and Language Therapy
- School Medical Services, the Community Paediatric team
- The Locality Team
- The Early Help Hub. Which provide access to Housing / Benefits / Troubled Families Support.

Where the needs of a child necessitate a multi-agency response, the school can take the case to the Early Help Hub. The agencies at the Hub include, Housing, benefits, troubled families, CAMH's, Educational Psychologists, School Nurses; the named person who liaises with the Health Authority and Social Services. All teachers have access to the Head Teacher to alert her of any need or support a child might require.

Partnership with Parents

The school acknowledges the important part parents play in the education of their children. At all stages of support the parents of the child will be informed. Targets for reading, writing and maths are set for all children in the school. The Inclusion Manager will ensure that parents understand procedures such as Educational, Health, Care Plan. She will involve them in discussion about any referral made to external agencies and will seek their views and opinions at every stage of the process.

Parents will be informed of the support that is available to them from the Parent Partnership Service, the Home Link Service and Extended Schools.

Other School Links/Transitions to Other Schools

The Inclusion Manager liaises closely with the Inclusion Manager of Mengham Junior School. During the latter part of the Summer Term a meeting is arranged to exchange information concerning transition arrangements for children with special educational needs: work samples, specific programmes, outside agency reports, along with all other school records, are sent to the Junior School teachers. Vulnerable children participate in an extended transition programme that involves, for example, extra visits, social stories and the opportunity to take part in activities in the Junior School. Where complex needs are present, the school may complete an **Inclusion Partnership Agreement (IPA's)** to inform the receiving school and to ensure that parents and school staff are aware of agreed strategies to support the child.

Mengham Infant School also attends IPA meetings at local pre schools in order to ensure that a child with special needs makes a successful transition to Year R. The IPA is then regularly reviewed and a copy sent to Hampshire County County.

Monitoring Arrangements

This policy will be considered effective if:

1. The progress of children is assessed as at least satisfactory when related to the child's assessed ability on entering the school.
2. There is evidence of children moving down the Code of Practice levels. The Special Needs Register will be used as a tracking document for the identification of such trends.
3. Children receiving Wave 3 support make measurable progress
4. The children feel involved in target setting and their learning programmes and feel a sense of achievement and success.
5. Parents report that they are regularly consulted and informed and that their role in supported their child is valued.
6. Staff and governors share the objectives and fully understand their roles.

Complaints

Any complaints concerning SEN provision will be dealt with directly by the named Inclusion Manager. If the situation is not resolved the Headteacher will be consulted. In the event of more serious reasons for concern, the school's governing body may be consulted or a formal complaint made to the Local Authority.

(Refer to the school's Complaints and Compliments procedures.)

Revised February 2007

Revised March 2009

Revised June 2010

Revised July 2012

Revised March 2015

Revised March 2016

This policy should be read in conjunction with the following other relevant school policies:

- Admissions
- Access
- Complaints
- Curriculum/teaching and learning
- Equal Opportunities
- Home School Partnership
- Behaviour management (including anti-bullying)
- Transition