

**Nelson Infant**



**School**

# **NELSON INFANT SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

At Nelson Infant School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

### **The specific objectives of our SEND policy are as follows:**

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities have the opportunity to join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and provision and that there is effective communication between parents/carers and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

### **How SEND is organised**

The special and additional needs of the majority of the children are met in class by the teacher, with the support of a teaching assistant. We use a range of strategies that make full use of all available classroom and school resources. This level of support is met through Quality First Teaching in class. If the teacher identifies that support and advice is needed from outside services, children move to SEN Support. These children will then access small group and individual interventions to help them make progress. They will have

individual targets set out on a Learning Plan. The school ensures that they have some individual work or group work with a member of the support staff or teacher, as well as extra support in class.

Children with an Educational Health Care Plan (EHCP) may have some 1:1 support under the guidance of the class teacher to ensure that their needs are met.

Parents/Carers are fully involved in any SEN process. They are talked through a Learning Plan (LP) by the class teacher. The SENDCo consults with them before any child is referred to the School Support Team, or if a referral is to be made for an Educational Health Care Plan.

Children at Nelson Infant School are removed from the SEN register if it is felt that they are making acceptable progress and have no more need for a differentiated curriculum or specific support.

## **Procedures**

### **EYFS**

The children are observed carefully in the Reception classes and the staff keep written notes of their observations. Data is uploaded onto Pupil Asset each term. As soon as SEN targets are identified, the children are given a Learning Plan (LP).

The Early Years Foundation Stage profile begins at the start of the autumn term for Reception and can continue to the end of the autumn term in Year 1. The Learning Plans are regularly reviewed and new targets are set when the previous ones are achieved.

### **Key Stage One**

Pupil tracking sheets and EYFS profile scores are handed to KS1 teachers by the Reception teachers. Pupil achievements are recorded throughout Year 1 and Year 2 on Pupil Asset and this data is available for the next teacher, and all staff.

As soon as a Special Educational Need is identified, the children are given a Learning Plan (LP). The Learning Plans are regularly reviewed and new targets are set when the previous ones are achieved.

At the end of each academic year, at Nelson Infant School, the teachers liaise closely to ensure that all staff are fully informed about the needs of the children who they will teach in the next academic year.

## **Learning Plans**

Learning Plan targets are written and reviewed at least twice a term by the teachers in consultation with the SENDCo.

### **The LP will set targets for the pupil and will detail:**

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success criteria
- The outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/Carers will also be invited to discuss the target-setting and review process and will be given a copy to sign.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

## **THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR**

The Special Needs Coordinator is responsible for keeping an overview of all the Special Needs in the school in liaison with the Head Teacher. The school SENDCO is Jenny Wenn

### **Her duties as SENCO include:**

- Reviewing annually the effectiveness and appropriateness of the SEND policy.
- Coordinating the provision for children with special needs.

- Maintaining the SEND register and overseeing the records of all SEND pupils.
- Managing SEND materials and equipment including software
- Working closely with the School Support Team and other external agencies.
- Keeping up to date with all new initiatives and disseminating these to the staff
- Managing the SEND allocation and promoting SEND Inset with teachers, TAs and SEND classroom assistants.
- Completing all the paperwork for annual EHCP reviews.
- Working with the English and Mathematics subject leaders to ensure that SEND needs are met within the English and Mathematics curriculum.
- Liaison with feeder Junior school and pre-schools and representation at local cluster meetings

Policy reviewed by staff    January 2019  
Approved by SAIG            January 2019

