

ST IVES INFANT SCHOOL

Policy for Special Educational Needs and Inclusion

Aims

- To include all children in the school and its activities and meet their individual needs.
- To identify the children's needs through close monitoring of their progress, discussing their needs with parents and observing the children in school.
- To develop our knowledge and understanding of special educational needs and the most effective ways to support the children.

The school operates within the Special Educational Needs Code of Practice and Cornwall County Council's policy and procedures.

SENCO Rachael Smith

SEN Governor: Crin Whelan

Admission and Integration

St Ives Infant School has a 'whole school approach' to special educational needs which involves all staff promoting a model of good practice. All staff are committed to identifying and providing for the needs of all children.

The school operates an equal opportunities policy for children with special educational needs who are guaranteed the same rights as other children. This includes both those children with statements of special educational needs and children with less significant needs.

Access to the Curriculum

The provision of an exciting learning environment will be a priority: to arouse the children's interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.

A climate of warmth and support will be fostered in which self-confidence and self-esteem can grow and in which all children feel valued and able to risk making mistakes as they learn, without fear of criticism.

The curriculum and schemes of work will be differentiated to meet the needs of individual children and a variety of teaching styles and groupings will be used. Intervention groups, such as Time to Talk and Fun Fit will be led by teaching assistants, who will also take groups for phonic work, writing and maths as appropriate.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties and teaching will build on children's oral strengths.

The Graduated Approach

If a child is not making sufficient progress and shows signs of difficulty the school will place the child at the School Support stage of the school's Record of Need and support which is additional to or different from the provision for all children will be identified in an Individual Education Plan (IEP).

A child may be experiencing difficulties in the following areas:

- Literacy and numeracy
- Behavioural, emotional and social development
- Sensory or physical problems
- Communication or interaction difficulties

If a child does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services and the IEP will be amended accordingly.

Individual Education Plan (IEP)

All children at School Action and School Action Plus need to have an IEP setting out the child's targets and the additional help, resources and experiences which will help the child to reach the targets.

The IEP can be devised and written on a REF 1 form or the software IEP Writer may be used to help to generate an IEP.

IEPS must be numbered, dated and a review date included.

Class teachers are responsible for ensuring that records are kept of the individual achievement of children in their class.

Support

The IEP will outline additional support which may include:

- Modification of teaching methods/materials
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment, including relevant ICT

Resources

The allocation of teaching assistant time to support children at School Action and School Action Plus may be influenced by any of the following:

- The number of children at School Action and School Action Plus
- Assessments by a Speech and Language Therapist or Educational Psychologist
- Teacher assessments

Education Health and Care Plan

If progress is still not achieved the child may be assessed with a view to initiating statutory assessment of special educational needs under the 1996 Education Act.

The assessment may lead to a Statement of Educational Need which will give detailed guidance about the child's difficulties and allocate any extra resources which are needed.

The local authority provides funding to the school to support children who are the subject of statements.

Liaison

To support children with SEN regular liaison is maintained with the following external agencies

- Psychological service
- Audiology service
- School doctor and nurse
- Service for the visually impaired
- Speech and language therapy service

Parents will always be informed when an external agency becomes involved with their child.

Record Keeping

Each teacher is required to keep a SEN file for their class. This file should contain records and plans for any child in the class who has been identified as having SEN.

The following forms should be used:

REF 1 This form must be completed when a child is identified as having Special Educational Needs. It provides a record of the child's needs and relevant background information.

REF 2 This form is only required if a request is made for a statutory assessment.

Reviews

The progress of children with special educational needs will be reviewed through formative assessments.

IEPs will be reviewed every term in the following way:

Autumn term	The IEP written at the end of the summer term will be discussed with parents at parent interviews early in the autumn term and a copy given to them.
Spring term	The IEP will be reviewed with the child's parents at a parent interview and a draft of a new IEP will be discussed. When finalised, a copy of the new IEP will be sent home
Summer term	The IEP will be reviewed by the teacher and a new IEP written ready to be passed on to the next teacher

Some children may need targets to be reviewed and set more frequently, and this will be at

the discretion of the class teacher in consultation with the SENCO. Children with an Education Health and Care Plan will also have an annual review of their plan, as required by legislation.

Staff Development

Any training needs will be met through courses or whole staff training.

Working with Parents

The school will actively seek the involvement of parents in the education of their children.

When a child is placed on the Record of Need a meeting will be held with their parents to explain what is happening and to discuss how the child will be supported at school. The parents will be advised about how they can help their child at home.

Parents will be asked to sign the REF 1 form and the IEPs as a record of their involvement.

Parents will be kept informed about the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings.

Monitoring and Evaluation

Weekly monitoring meetings

Each Thursday from 10.30 – 11.00 the SENCO and Foundation Stage SENCO will meet with one class teacher to review the special educational needs of children in the class and discuss whether children should be placed on the record of need or be removed from it. It is also an opportunity to identify whether children need to be referred to an external agency. Any teaching assistant who works in the class will also attend the meeting. The SENCO will keep brief notes about the children.

Termly monitoring

Autumn	SEN files will be monitored by the SENCO
Spring	SENCOs will meet with SEN governor to complete an annual self-review of SEN and review the number of children on the record of need and the range of needs. A report will be made to the Spring term governors' meeting
Summer	SEN files will be monitored

The headteacher will include an update on SEN in her report to governors each term.

The success of the policy will be gauged by the achievement of targets outlined in the pupil's IEP, progress towards the early learning goals and National Curriculum levels and the number of children removed from the record of need by the end of Year 2.

This policy will be reviewed every three years and updated to reflect the school's evolving practice.