



TWESELDOWN INFANT SCHOOL

A Curriculum Policy for Special Educational Needs and Disability

1. Aim

At Tweseldown Infants School, we believe that all children should have the opportunity to develop and succeed. The provision of a broadly based curriculum recognises their social and emotional development, and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests; abilities, motivation and learning needs, and these are met through a varied and flexible provision throughout the curriculum.

2. Definition of Special Educational Needs

Tweseldown adheres to the current SEND code of Practice which states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special Needs provision means:

Educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The new SEND code of practice states:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At any point in their school life, a child may have SEND. Therefore the register of children with SEND will show movement of pupils entering and leaving the register.

3. Section A – School Arrangements

i. Objectives and guiding principles of the SEND policy

- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure early identification, assessment and provision for any child who may have SEND
- To encourage the whole school community to demonstrate a positive attitude to SEND
- To enable all staff to play a part in identifying pupils with SEND and to take responsibility for recognising and addressing their needs
- To provide an environment which recognises the needs of each child
- To encourage all children to achieve their best and optimise their self esteem
- To support and encourage pupils to develop their skills and self-confidence at all levels of ability
- To provide equal opportunities for all pupils in the school by ensuring that they receive mainstream education, an entitlement to assessment and specific support and resources
- To involve and share with children, the setting of targets and review of their progress
- To encourage effective parent partnership in developing and implementing a special learning programme
- To liaise with other staff in the school and with outside agencies, e.g., Educational Psychologist, Health Service, Speech and Language, Primary Behaviour Support etc, and make a referral for support where necessary.

ii. Roles and responsibilities

Key individuals:

- The Governor with responsibility for inclusion
- Head Teacher
- Special Needs co-ordinator (Inclusions Leader) is Mrs Laura Raitt. The Inclusions Leader is responsible for the operation of the Special Needs policy.
- Class teachers
- Learning Support Assistants (LSAs)
- Special Needs Assistants (SNAs)
- Parents of child on SEND register
- Child on the SEND register

The Governing Body and the Head Teacher have overall responsibility for special needs and the SENCo manages the framework of provision for pupils with SEND. Each individual class teacher is responsible for implementing, monitoring and recording programmes of work for pupils experiencing difficulties and managing the work of the learning support assistant along with the SENCo.

iii. Co-ordinating and managing provision

Teaching staff share the responsibility for meeting an individual's special needs and are aware of the schools procedures for identifying, assessment and making provision for these pupils.

All school staff work alongside teachers to meet a child's individual needs and the school also acknowledges their role in supporting children with SEND.

iv. Admissions arrangements and Inclusion

All children have the right to be educated in a mainstream school. Tweseldown strives to be fully inclusive. Please refer to the Admissions policy/ medicines policy

4. Section B – Identification, Assessment and provision

i. Allocation of resource to and amongst pupils with SEND

The school receives funding for work with pupils with SEND from Hampshire County Council through the SEND Audit. Children with an Educational Health Care plan (EHC plan), are supported according to the provision described in their EHC plan.

Children at 'SEND support' will receive help funded in proportion to their level of need according to their Individual Education plan (IEP)

ii. Identification, assessment and review

We recognise that the identification of a child's needs can be made by a number of people and that the school will be aware of this need through a variety of referral mechanisms. The school can also be aware of a child's needs through formal and informal teacher observations, assessment against the National Curriculum criteria, EYFS profile and formal testing procedures.

The school follows the Code of Practice and Local Authority guidelines to ensure that pupils needs are identified, supported and reviewed.

iii. Evaluating Tweseldown SEND policy

- The Head Teacher reports to Governors Curriculum sub-committee as part of her Head Teacher report on the progress of and provision for children with SEND.
- The Head Teacher is accountable to the finance sub- committee for the effect of expenditure of monies allocated to SEND. The Head Teacher's annual report on academic achievement refers to the progress of children with SEND.
- The Governing Body monitors the progress of children with SEND through scrutiny of the schools self-evaluation document, Fischer Family Trust and ASP information.

5. Section C – Partnership within the school community and beyond

i. Staff Development

Whole staff training in SEND will be identified and met through INSET provision. SEND training sessions will be organised as required to meet the current needs of staff and will be led by the SENDCo, or by the appropriate outside agency. LSAs/SNAs will be invited to attend relevant INSET sessions and external courses.

The Deputy Head Teacher will ensure that information is cascaded to LSAs and Lunchtime Supervisors.

ii. Partnership with parents

Considerable value is placed on the contribution parents make to the life of the school and in particular their own child's progress. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND register. Regular meetings are held with parents to review the child's progress. To ensure each child's development, Tweseldown works in partnership with parents to promote a consistent approach at home and at school.

Complaints and queries concerning the special needs provision should be discussed with the child's class teacher or the Inclusion Leader in the first instance.

iii. Links with other schools and transfer arrangements

Guidance and support is received from the outreach service at Henry Tyndale Special School, The Hive (PBS) and the Linden Centre. There is close liaison with Church Crookham Junior School through their SENDCo, Head Teacher and Y3 class teachers. In preparation for the children's transfer to Crookham Junior, and other schools, the SENCo and class teachers meet to discuss transition arrangements. Pupils with SEND make additional transitional visits to their receiving junior school, dependent on each child's individual needs.

iv. Links with other agencies, organisations and support services

To support a child at any stage of the register the Inclusions Leader will involve the appropriate specialist to share responsibility for meeting the identify needs of the child. The school has contact with Health professionals such as the school nurse, GPs, speech and language therapists, physiotherapists and occupational therapists.

Date of Review : December 2017

Date Ratified by Governing Body: December 2017

Signed by Curriculum Committee :

Signed by Head Teacher :

Next review date : December 2020

Member of staff responsible : Headteacher

**Governing Body or Governor(s) /
Committee(s) responsible :-** Curriculum

The plan is also available in the following formats, on request to the Head Teacher:
e-mail or enlarged print version

Linked Policies -

Single Opportunities
Teaching and Learning
Admissions
Assessment
Behaviour
Higher Attainer's