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Special Educational Needs & Disability (SEN & D)

Introduction

This policy was reviewed and updated in September 2014 inline with the revised Framework.

The Viking School provides a broad and balanced curriculum for all children. Our curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that children have a vote in this process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teacher's respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with special education needs have learning difficulties that call for special provision to be made. All children may have special needs at sometime in their lives. Children may have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum, for all our children.

The Viking School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below at School Action and School Action Plus. Such interventions are a means of helping the Viking School and parents match special educational provision to individual pupil needs.

Early Concerns

The progress made by all children is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

School Action

A child is at School Action when they are identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention and School Action will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities 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 consistent with the behaviour management techniques employed by 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.

In some cases outside professionals from health or children's services may already be involved with the child. Where these professionals are not already working with the Viking School, the SENDCO and Learning Support Co-ordinator will contact them having discussed the situation with the parents / carers.

The SEN/D team will further assess the child and support for the individual will be discussed and action taken. An Individual Education Plan (IEP) will be written.

School Action Plus

As the result of an IEP review meeting the decision may be taken by the SEN/D team, in consultation with the parents / carers and child, to involve external support services provided by the LA and / or other agencies. These agencies will provide advice on setting appropriate IEP's and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The triggers for School Action Plus could be that despite receiving support under 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 developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEN/D or physical needs that require additional specialist equipment or regular advice visits by a specialist service;
- Has communication and / or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

In exceptional cases a child may move straight to School Action Plus.

Statutory Assessment of SEN/D

In a very few cases, if a child continues to demonstrate significant cause for concern despite interventions at School Action Plus, a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the child's SEN/D. If this cannot reasonably be met by the school, then the LEA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for Statutory Assessment is made, the child will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- The school's action through School Action and School Action Plus;
- Individual Education Plans for the child'

- Records of regular reviews and their outcomes;
- The pupil's health including the pupil's medical history where relevant;
- Levels in school tests / exams in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parent and child;
- Involvement of other professionals for example, involvement by the social services or education welfare service.

Assessment, Planning and Review

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (Baseline), progress checklists, target setting, parental / carers concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the IEP.

IEP's

IEP's include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by a teacher, support staff, parents and child and the date the provision starts. The IEP should include information about:

- The short-term targets set for or by the child;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when the IEP is reviewed).

Review Process

IEP's are reviewed at least once a term, with input from the child, parent / carer, teachers, learning support staff and outside agencies. Students with a Statement of Educational Need have set short term targets which have been established after consultation with the parents / carers and the child and include targets identified in the statement of SEN/D. All statements will be reviewed annually with the Statement review taking place in school. The parents / carers, child and involved professionals will be invited to consider the progress made by the child in achieving targets set and whether any amendments need to be made to the statement. The child can participate in their Annual Reviews by:

- Attending their review meetings;
- Offering their opinion and advice in the setting of targets;
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / carers or others as appropriate.

The SENDCO, Learning Support Co-ordinator and reviewing HLTA will then discuss the outcome of the in-school review and inform the LA representatives.

In our school the SENDCO:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages responses to children's special needs;
- Supports and advises;
- Oversees the records of all children with special educational needs;
- Acts as a link with parents;
- Acts as a link with external agencies and other support agencies;

- Monitors and evaluates the special educational needs provision;
- Manages a range of resources, human and material, to enable appropriate provisions for children with special educational needs;
- Contributes to the professional development of staff.

The role of the SENDCO

The SENDCO has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The SENDCO does its best to secure the necessary provision for any pupil identified as having special educational needs. The SENDCO ensures that all teachers are aware of the importance of providing for these children. They consult the LEA when appropriate and report annually to parents on the success of the school's policy for children with special educational needs. The SENDCO ensures that parents are notified of a decision by the school SEN and provision is being made for their child.

The SENDCO has specific oversight of the school's provision for pupils with special educational needs. The SENDCO ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SENDCO is responsible for the operational management of the specified and agreed resourcing for the special needs provision within the school, including the provision for children with statements of special educational needs.

The SENDCO and Principal organises how the funding will be allocated to support pupils with special educational needs.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience feelings of success and achievement.

Teachers use a range of strategies to meet the children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in one-to-one situations outside the classroom.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents may have much to contribute to our support for children with special educational needs.