



Policy: Special Educational Needs 2022 - 2024

Foley Infant Academy Policy for Children with Special Educational Needs and Disabilities

At Foley Infant Academy, it is the belief that 'Together, we nurture the seeds for success.' We use best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England (SEND Code of Practice, 2014).

This SEND policy details how, at Foley Infant Academy, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Inclusion Intent Statement

We endeavour to meet the diverse needs of our pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important that the teaching and learning, achievements, attitudes and the well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos of support and aspiration. Positive attitudes to gender equality, cultural diversity, disability and special needs of all kinds are actively promoted.

Planning for individual children, or groups of children is based on informed observation and assessment for learning. Teaching is responsive to pupils' needs and takes account of pupils' cultural backgrounds, linguistic and physical needs. Teachers ensure that the classroom is an inclusive environment in which pupils feel that their contributions are valued.

Aims and objectives

The aims of this policy are:

- ▮ to create an environment that meets the special educational needs of each child
- ▮ for pupils who are identified as having an additional need to be able to access their learning potential and engage in activities alongside pupils who have not been identified with an additional educational need
- ▮ to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- ▮ to ensure a high level of staff expertise to meet pupil need, through well-targeted training
- ▮ for pupils with medical conditions that impact on learning, we ensure full inclusion in all school activities through consultation with health and social care professionals
- ▮ to identify the roles and responsibilities of all staff in providing for children's special educational needs
- ▮ through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- ▮ to work in collaboration with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Foley Infant, we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

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 and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives/ foci and staff differentiate work appropriately using challenges and keys to success, and use assessment to inform the next stage of learning. All

staff have received training on different teaching and learning styles and incorporate this into their lessons. 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 maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The Role of The SENDCO and what provision looks like at Foley Infant Academy

- At Foley Infant Academy, the SENDCo is Mrs Gemma Fox
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The Special Educational Needs Co-ordinator's [SENDCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.

Identification, Assessment, Provision and Monitoring

All teachers are teachers of children with special educational needs. Provision for children with special educational needs is a matter for the whole school. The governing body, the Head of School, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's early years.

Children are tracked in school using Teacher Assessment Frameworks (TAFs). If children are not accessing age-related TAFs, teachers will assess pupils using the Birmingham SEND Continuums. An Individual Target Plan (ITP) will be produced for the child with individual targets. These targets will be tracked and updated at least three times a term to closely monitor the child's individual attainment and progress.

If the child already has an identified special educational need, this information may be transferred from other partners in their previous setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

The school's system for observing and assessing the progress of individual children will identify children who have not made adequate progress.

In order to help children with special educational needs, we will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a pupil passport), review sheet/provision map and the SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date. Parent meetings will take place every term with teachers and targets will be discussed.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after a cycle of intervention, the class teacher will consult with the SENDCo. The SENDCo will then support the provision of additional interventions.

Parents & Partnerships

Partnership plays a key role in enabling children and young people with SEND to achieve their potential and below are some of the partnerships that Foley Infant Academy fosters:

- ▮ Liaising with Brindley Heath Academy so that support is provided for Y2 pupils as they prepare to transfer.
- ▮ Liaising with external agencies including the LA's support and Educational Psychology services, health and social services and voluntary bodies.
- ▮ Liaising with MAT Educational Psychologist
- ▮ Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- ▮ Designated governor to monitor children's progress.

Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like, where and when this is appropriate. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We

inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded, as outlined in the pupil's passport continues to be the responsibility of the class teacher.

A list of outside agencies that may become involved is included in the SEND information report, which can be found on the school website.

Pupil Profiles

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given Pupil Profile Targets will be set according to their area of need. These will be monitored by the class teacher, by the SENDCo and will be discussed with parents three times per year. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy-to-use scissors.

School Request for Education, Health and Care Plans (EHCP)

Applications for an EHCP now need to first go through the local cluster SEND hub first. Here, complex cases are discussed and reviewed and further support strategies are sought. If no progress is made, then school can consider applying for an EHCP. With parental consent, a request can be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern in accordance with Staffordshire County Council's criteria. The LA will be given detailed information about the child's progress over time, their special educational needs and provisions in place.

If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any education, health or social care professionals who are involved with the family.

Foley Infant Academy

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care Plans. The Head of School informs the directors of how the funding allocated to support special educational needs has been spent.

The role of the directors

The directors support and challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The directors have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The directors review this policy annually and considers any amendments in light of

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and directors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Pupil Passports for children. The SENDCo and the Head of School hold regular meetings to review the work of the school in this area. In addition, the SENDCo's and the named director with responsibility for special needs also hold termly meetings.

Complaints, concerns and complaints

If you have any concerns regarding SEN provision please contact the following people:

- ▮ Class teacher
- ▮ SENDCo (Foley Infant Academy)– Mrs Gemma Fox

If you have any complaints, please follow Manor Multi Academy Trust's complaints procedure.

Transfer Information

Staff from Foley Infant Academy will liaise with staff from either pre-school settings or Brindley Heath Academy to ensure that assessment information is passed on. Information

from Foley Infant to Brindley Heath will also ensure pupil passports are transferred between the two schools in order for there to be a continuity of provision.

To be reviewed September 2024