

Definitions of special educational needs (SEN) taken from section 20 of the Families Act 2014

A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A new SEN Code of Practice accompanies legislation in The Children and Families Act 2014.

Details of the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, are now being replaced with an Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available to families in Essex. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.essex.sendlocaloffer.org.uk

Mission Statement

At Galleywood Infant School we believe that learning should be fun, purposeful and challenging.

We aim to develop confident, thoughtful individuals who take ownership of their learning, persevere in order to succeed and feel proud of their achievements.

Through inspiring, creative teaching within a rich and engaging curriculum we aim to equip each child with the skills they need to be responsible citizens and lead a happy and fulfilling life.

We believe that teamwork and positive partnerships with families, colleagues, governors and the wider community will nurture, support and encourage our children and prepare them to embark upon future challenges with enthusiasm, courage, confidence and aspiration.

1. Aims and Objectives

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives:

Galleywood Infant School will:	This will be achieved by....
Identify the needs of pupils with SEN as early as possible	Gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school
Monitor the progress of all pupils	Continuous monitoring of all pupils to identify pupils with SEN by class teachers and support staff to ensure that children with SEN are able to reach their potential
Make appropriate provision to overcome all barriers for all pupils in order to access the National Curriculum	The Headteacher, class teachers and SENCO will carefully monitor and review the provision to ensure individual targets are being met and all pupil's needs are being catered for
Work with parents/ carers	To understand better the learning needs of the child, set targets, review progress and support them in terms of understanding SEN practice
Work with and in support of outside agencies	Consulting outside agencies when the needs of the child cannot be fully met in school. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Occupation Therapy and Physiotherapy experts, Specialist teachers, Children and Adult Mental Health Service (CAMHS), Family Support Services, Dyslexia specialist (Debbie Hanson)
Create a school environment where pupils can contribute to their own learning	Encouraging relationships with adults in school where pupils feel safe to voice their opinions or their needs. Pupil participation is encouraged through school by wider opportunities such as school council, sports clubs, teacher led clubs and via the pupil profile.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Sarah Manning (Headteacher)
- The person co-ordinating the day to day provision for pupils with SEN is Kelly Fennell (SENCo). She works two days in the school setting.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Galleywood Infant School SEN Policy
- A copy of the SEN Register
- Guidance for identification of SEN in the Code of Practice
- Information on individual pupil's SEN provision, including pupil profiles, action plans and provision maps
- Practical advice, teaching strategies and information about types of SEND
- Information available through Essex's SEND Local Offer

In this way, every staff member will have complete and up to date information about all pupils with SEN and their requirements which will enable them to provide for the individual needs of all pupils. Parents are involved in the process of developing SEN provision for their child and have access to all individual records pertaining to their child.

This policy is made accessible to all staff members and parents in order to aid effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

If a child has a pre-existing Statement of SEN or an EHC plan admission is through consultation with the Essex SENCAN team.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of SEN- refer to the SEN Information Report www.galleywood.essex.sch.uk to see how we support our children. We will seek specialist SEN provision and training from SEN services where necessary. All LSAs and support staff receive relevant training to equip them for effective delivery of SEN provision in Galleywood Infant School.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements: wheel chair access, ramp from the playground to the school buildings, disabled toilet.

7. Allocation of resources for pupils with SEN

All pupils have access to the core funding in the school budget.

More specialised provision is accessed through the SEN budget.

For those pupils with most complex needs, additional funding is retained by the Local Authority.

8. Identification of pupils needs

Identification

The Early Years leader and team visit pre-school settings to observe children and gather information relating to children with SEN. They undertake home visits to gain a better understanding of the child in the home setting and talk to parents for a more complete picture of each child. Any existing concerns are investigated before the child starts school. On starting school possible SEN are identified through baseline assessment, observations and parents meetings for every child.

A Graduated Approach

Galleywood Infant School uses a graduated approach, in line with a cycle of Assess-Plan-Do-Review to identify needs, implement provision and monitor outcomes. (Please refer to appendix 1 Asses-Plan-Do-Review process detailed.)

Referral for an Education, Health and Care Plan (EHC Plan)

If a child has lifelong or chronic difficulties they may undergo a Statutory Assessment Process which can be initiated by the school or the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken following meetings at the school between staff and parents.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

www.essex.sendlocaloffer.org.uk

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through specialist SEN provision in the school setting. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

For information about staff training, differentiation of the curriculum and target setting please refer to the GIS SEN information Report:

www.galleywood.essex.sch.uk

10. Inclusion of pupils with SEN

The Head teacher and Governing Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

11. Evaluating the success of the provision

SEN provisions and interventions are monitored and updated within the Asses-Plan-Do-Review cycle on a termly basis

SEN provision and interventions are recorded on a provision map which is updated when the intervention changes. The provision map is updated by the class teacher and monitored by the SENCo. The provision map reflects information passed on by class teachers and the SENCo at the beginning of an academic year and is adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether the provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

13. In service training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Staff who are undertaking level 2, 3 or 4 training are supported by mentors in the school setting.

Please refer to the Galleywood Infant School SEN information Report.

14. Links to support services

The school continues to build strong working relationships with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnership with parents

At Galleywood Infant School we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN resulting in appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

Parents/ carers are invited to termly SEN review meetings to review previous targets and set new personal targets for school and home. If an assessment or referral indicates that a pupil has additional learning needs the parents and pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their

child, and are kept up to date and consulted on any points of action drawn up in relation to the provision for their child.

16. Links with other schools

Galleywood Infant School maintains close links with St. Michael's Junior School sharing knowledge and expertise as appropriate. A comprehensive transition programme operates for all Year 2 children with additional transition for pupils with SEN.

Practitioners at Thriftwood School offer support with training off site and strategies within the school.

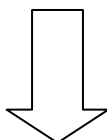
Liaison with Beehive Lane School for training and professional development of LSA's as a result of the SENCo cluster and HLTA meetings strengthens ties with local schools.

Appendix 1

Assess

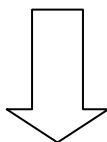
This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are identified and being overcome and that the interventions being used are developing and evolving as required. External support may be sought if this is felt appropriate and not already in place in consultation with parents.



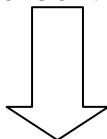
Plan

Planning will involve consultation between teacher, SENCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. All staff and parents will be informed of the provision through the Individual Support Plan.



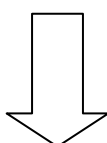
Do

The class teacher is responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with LSAs to plan and assess the impact of the support/interventions and links with classroom teaching. The SENCO will offer support with further assessments and effective provision through the interventions.



Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support/ interventions. It will take account of the views of the pupil and their parents. The class teacher in conjunction with the SENCO will revise support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.



Assess