



Special Educational Needs Policy

Introduction

St. Michael's Nursery and Infant School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by any child.

Teachers take into account on their planning a child's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Aims and Objectives

The aims and objectives of this policy are:

- To identify children with special educational needs as early as possible.
- To create an environment that meets the special needs of each child.
- To ensure all children have equal access to a broad, balanced and differentiated curriculum.
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

Roles and Responsibilities

At St. Michael's School provision for children with special educational needs is the responsibility of all members of staff.

Mrs Tait, is the Special Educational needs Co-ordinator (SENCO) and is responsible for the day-to-day operation of the SEN policy. Main duties include:-

- To assist class teachers in the drawing up of Individual Education Plans. These plans should be easily accessible to teachers and support assistants and should be used as a working document.
- To ensure that all planning includes information about differentiation for special needs where this is appropriate.
- To ensure that all staff are given access to a range of opportunities that provide training and experience in Special Education Needs.
- To encourage close liaison with all concerned to ensure a cohesive response to the child's needs.
- To ensure that there is close liaison with colleagues from other schools when children transfer at the end of year 2 - This will include staff visits to meet children and transfer of records and details of provision needed.
- To ensure there is close liaison and exchange of information with officers of the Health Authority and Children's Services should the need arise.

Inclusion

ST MICHAEL'S NURSERY AND INFANT SCHOOL



At St Michael's Nursery and Infant School we respect the fact that children:-

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Teachers respond to children's needs by:

- Providing support in all curriculum areas using a range of strategies.
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

Identification, assessment and review of all children with SEN

The SENCO will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

The progress made by all children is regularly monitored and reviewed. The School does not identify children as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.

Children who are not making adequate progress are identified as having special educational needs.

Class teachers consult with the SENCO when the evidence gathered through the usual assessment and monitoring arrangements identify concerns about a child's progress.

The triggers for concern are if a child:-

1. Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
2. Continues working at levels significantly below those expected for children of a similar age.
3. After the usual behaviour management techniques have been employed in the classroom a child continues to present persistent emotional and/or behavioural difficulties.
4. Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
5. Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Additional support is provided through early support. This will be monitored and reviewed regularly through on Individual Education Plan (IEP).

The SENCO will make arrangements for consultation with parents, children, teachers and support staff about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.



Access to the Curriculum

- IEPs contain a small number of specific targets, ideally 3 or 4, designed to enable the child to progress.
- Wherever possible we do not withdraw children from the classroom; this reflects the school's acknowledgement that all children have an entitlement to share the same learning experiences as their peers. There are times however, when to maximise learning, children will work in small groups or in a one-to-one situation outside the classroom.
- The SENCO, teacher and support assistant meet termly to review special needs provision.
- School staff work closely with outside agencies when identifying, assessing and making provision for special needs.

Health and Safety

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.
- All relevant risk assessments should be read in conjunction with this policy.