Farnborough Road Infant School

Learning Support Policy

‘Learning, Caring and Achieving Together’

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- The School seeks to provide a happy, compassionate and secure environment for all its children, but also challenge and stimulus to enable each child to develop to his/her full potential.
- The School seeks to build up the confidence and self-esteem of all its children by focusing upon each individual's strengths and abilities.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress we make every effort to narrow the gap in attainment between vulnerable groups of learners and the cohort.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their
peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

The following sections provide information about the school’s policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. Also included are the school’s arrangements for assessing the progress of pupils with special educational needs.

In agreeing these arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010
Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a provision map.

- All learners will have access to quality first teaching.
- Language acquisition for EAL children is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment

Children’s needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, Assertive Mentoring Assessments; whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assessment, planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
• other small group withdrawal
• individual class support / individual withdrawal
• EAL support/access to materials in translation
• further differentiation of resources

**Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, by Subject Co-ordinators, and Senior Leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil involvement when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data
- attendance records and liaison with EWO.
- Half termly pupil progress meetings between the SENCO and the Head Teacher and Class Teacher
- head teacher’s report to parents and governors

**Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is detailed on the page below:
School's Approach to SEN Support Plans

Our SEN Support Plans are
- a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning
- will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- will be based on informed assessment and will include the input of outside agencies,
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will be time-limited – at termly review, there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for the pupil.
- will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an SEN Support Plans will be arrived at through:
  - Discussion between teacher and SENCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional
- will be reviewed at least termly by class teachers in consultation with the SENCO.

Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
  and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice

Inclusion of pupils with English as an Additional Language

Definition
A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos
We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.
**Provision**
Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA ‘A Language in Common’ to record stage of language acquisition
- pupils will be placed in groups which match their academic ability. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils.
- Additional support for pupils may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary and/or through the involvement of Complementary Education.
- Progress of EAL pupils will be monitored against both A Language in Common and against the school’s assessment criteria. Provision will be recorded and monitored for effectiveness using the school’s provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

**Parental support**
We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child’s progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible providing key school information in translated format.

**Inclusion of pupils who are looked after in local authority care**

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

  - monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are ‘looked after’ have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
  - preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child’s social worker to ensure that there is effective communication at all times
  - celebrating the child’s successes and acknowledge the progress they are making.
Inclusion of pupils who are Gifted/More Able and/or talented

(See the Gifted and Talented Policy). In this section the term ‘gifted’ refers to pupils who have a broad range of achievement at an exceptional level. The school also identifies children who are ‘more able’ – these children demonstrate a high level of academic achievement, and would be expected to attain Level 3, at the end of Year 2 in Reading, Writing or Maths. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. The school identifies talented children in the following areas

- Physical talents: sports, games, skilled, dexterity
- Visual/performing abilities: dance, movement, drama
- Creativity: artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards through building challenge into all lessons.

We monitor the progress of our Gifted, Talented and More Able children closely, reviewing assessment and tracking data on a termly basis.

Identification

A gifted, more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment data
- excellence in attainment in a particular area (evidence may be considered from achievements out of school)

Each year the school will draw up a register of gifted, more able and/or talented children, this list will be kept under review. Provision for gifted, more able and/or talented children will be tracked using the school’s assessment data.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:
Provision (Continued)

- a broad and balanced curriculum which offers enrichment activities, and challenge for all learners
- a differentiated curriculum which targets all learning needs
- Quality First teaching strategies which consider the classroom environment and the children’s learning styles
- In Key Stage 1 we set targets for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run a Let’s Think Group (for the More Able/Gifted) in Year 2
- We offer a range of extra-curricular activities for our children. These activities offer children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Dyslexia Friendly

- FRIS has been awarded the Dyslexia Friendly Quality Mark and effectively use Dyslexia Friendly strategies and resources for all our children. The Rose Report defines dyslexia as ‘a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed’. To support pupils who are identified through assessment by outside agencies as having dyslexic traits or as being dyslexic the school will:

  - Put the appropriate support and resources in place.
  - Provide relevant training for all staff.
  - Support parents in developing their understanding of our approaches at reviews and coffee mornings for support programmes.
  - Listen to the views of pupils and parents.

  Teachers will:
  - Model a variety of recording methods.
  - Value pupil’s approaches to recording their work.
  - Give pupils the choice to record their understanding in a variety of ways eg mind map, story board, flow chart, role play, ICT and ‘tell me’.
  - Use the language of success and have high expectations.
  - Use fewer words and more visual and tactile examples as appropriate; organise displays to maximize visual prompts for pupils.
  - Make good use of eye contact.
  - Monitor frequently for understanding.
  - Use kinaesthetic and multi-sensory approaches to learning.
  - Provide overlearning experiences so that learning of key skills can become embedded.
  - Limit the number of concepts introduced at one time.
  - Differentiate homework appropriately.
Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Learning Support Leader. The Learning Support Leader is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Learning Support Leader has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Inclusion Leader

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion Leader will oversee the day-to-day operation of this policy in the following ways:

Management and Administration

FRIS operates a whole School approach and SEN is part of the School Improvement Plan. The Inclusion Leader is the designated teacher responsible for:-

- The day-to-day operation of the School's SEN policy
- Liaising with and advising colleagues
- Co-ordinating provision for children with Special Educational Needs
- Maintaining the School's register and overseeing the records on all pupils with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies
- Managing TA's with Senior Management
- Liaising with parents
- Preparing an Action plan annually.
- Provision mapping to show how resources are used within school to support children with SEN, and children who are in receipt of targeted support.

The Inclusion Leader meets regularly with the Head. Information is exchanged and the minutes are recorded.

The Inclusion Leader and Deputy Head meet fortnightly with the TA's to discuss relevant issues and to provide training and support.

All teaching staff have a comprehensive ‘Narrowing the Gap’ file containing relevant information and documentation on the children at SEN Support, and the ‘target groups’ within their class. This information is also held centrally. Relevant information is shared with Teaching Assistants supporting our pupils.
The Role of the Class teacher

The school provides regular opportunities for the Class Teacher to

- liaise with the SENCO to agree
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners’ provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)

- secure good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured is detailed below.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Inclusion Leader will be a qualified teacher working at our school and will have statutory accreditation. If a new Inclusion Leader is appointed, he/she will gain statutory accreditation within three years of appointment.

- The Inclusion Leader will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance

Links with outside agencies

Outside specialists can play an important part in the very early identification of special educational needs, and advise the School on effective provision, which can prevent the development of more significant needs. The school highly values the support, training and input provided through our links with outside agencies.

The Inclusion Leader secures access to external support services after consent has been given by the parents, by completing request forms for intervention where appropriate.
External advice and support may be drawn from:-

- Sefton Inclusion Service
- Sefton Inclusion Service
- Sefton Inclusion Service
- Sefton Inclusion Service
- Sefton Educational Psychology Service
- OSSME
- Inclusion Consultant ICON
- Early Years ICON
- Hearing Impaired ICON
- Visually Impaired ICON
- Educational Psychologist
- Outreach Educational Support (Autism Initiatives Support Service)
- Occupational Therapists
- Speech Therapists
- Paediatric Services/Specialist Health Care Professionals
- School Nurse/Specialist Nursing Team
- Health Visitors
- Educational Welfare Officer
- Social Services
- Children and Adult Mental Health Service

Planning meetings are arranged, to which all professionals who have involvement with any of the children are invited to attend, along with the Inclusion Leader and Headteacher for liaison and the exchange of information.

The Inclusion has an informal meeting with any specialist after they have been working with a pupil, for a brief up-to-date exchange of information and a copy detailing their work and results of any assessment carried out is then sent to the School. This information is then fed back to the class teacher, Teaching Assistant and parent.

**Links with FRIS First Steps Children’s Centre**

We work very closely with the Children’s Centre in sign posting parents to appropriate resources/courses/groups and activities on offer throughout the week. We have a good relationship with the staff and the supporting outside agencies; these close links enables us to support our families and children from an early age.

**Transition to Farnborough Junior School**

When a child with Special Educational Needs moves to the Junior School or to another School, all SEN records and documentation is forwarded along with the general curriculum records, so that information is transferred as effectively as possible.

The Summer Review Meeting is a suitable opportunity for both Learning Support Leaders along with Year 2 and Year 3 teachers to exchange information on Y2 SEN Support children. This is particularly important as Farnborough Road Infant and Junior Schools are separate schools.

The two Inclusion Leaders from both schools have a close working relationship and meet on a regular basis to exchange information and share good practice.
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<td>The Governing Body has designated Mrs Atkinson as Governor Representative responsible for Special Educational Needs.</td>
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<td>Headteacher</td>
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<td>Parent Support Advisor</td>
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The name and contact details of the Designated Teacher for Looked After pupils

Mrs Jennifer Taylor

Head Teacher

This policy will be reviewed on a regular basis.

**Updated October 2016**

Signed Date Headteacher.

Signed Date Chair of Governors.