



Special Needs Policy

Introduction

At Odessa we operate under a policy of inclusive education. We aim to encourage all children to be confident and to see themselves as learners and achievers. We aim to provide a positive and safe learning environment for this to take place.

We aim to provide the relevant support to enable each child to take part in all areas of the curriculum and to achieve their full potential. This will include appropriate differentiation, good quality resources and effective use of a variety of teaching and learning styles as well as additional adult intervention.

We also foster partnerships with parents who should be involved and informed at each stage of the SEN process.

Principles for inclusion at Odessa

- All individuals are valued as equals regardless of any special educational need (SEN) i.e. learning, behavioural, emotional or physical needs.
- All children are entitled to have their needs recognised and addressed.
- All teachers are teachers of Special Needs and therefore the education of SEN children is a whole school responsibility.
- All children should have access to a broad and balanced curriculum which is differentiated to meet their needs and abilities.
- All children should have the opportunity to reach their full potential and to experience their own successes.
- All pupils should be encouraged to interact positively with each other.

Aims for inclusion of SEN pupils at Odessa

- Children with SEN should have access to a broad and balanced curriculum and this should be adapted to meet the needs of the individual rather than expecting the child to adapt to the curriculum.
- We aim to break down barriers to learning so that all children can feel successful and that their individual needs are met.
- We aim to establish and maintain positive relationships with parents through providing a service that is genuinely responsive and supportive.
- We aim to make effective use of high quality teaching and resources in order to meet the needs of the individual. Activities will be purposefully and meaningfully differentiated and effective additional support used where necessary.

Special Educational Needs Staff

The SENCO's name is Shahin Parvez. Shahin has worked for the school for several years as a learning support teacher. She has studied aspects of general SEN awareness, specific literacy difficulties including dyslexia, communication difficulties, behavioural difficulties and severe learning difficulties. The SENCO divides her time between learning support and SENCO work. Advising other teachers and liaising with support staff as necessary is part of this work. There is continuing liaison between the SENCO, the Head Teacher and Support Services to discuss pupils with complex and exceptional needs as concerns arise.

We have a Speech and Language Therapist and a Music Therapist who both work at the school for two days a week.

In addition to this, we have a part time Learning Support Teacher who works with groups and individuals.

Identification, Assessment and Review Procedures

At Odessa School we consider a child who has Special Needs to be one who has particular educational requirements resulting from learning difficulties, physical disability, or emotional and behavioral difficulties and who may need additional support to achieve their full potential.

We recognise that, for a variety of reasons, there are children who may require extra support and that this may be needed for a short period or throughout the child's school life. This is called School Support which at Odessa has two stages.

School Support will be carried out in the following way...

Initial action:

Initial concerns about a child are usually identified through classroom observation or information from a parent. Records from a previous school or nursery may have already highlighted concerns.

Class teachers will monitor, observe and record concerns and have regular discussions with parents. Information is then discussed with the SENCO or the head teacher. There will be a regular dialogue between class and the SEN team so that interventions are timely and appropriate. An Initial Concern Sheet may be completed at this stage.

An Individual Education Plan (IEP) is drawn up for the child, in consultation with parents, relevant staff and, if appropriate, specific curriculum co-ordinators. This includes appropriate differentiation of the curriculum and/or any strategies that can be managed in the classroom and at home.

A date for review will be set and, after considering the child's progress and the effectiveness of the help given, a decision will be made whether the child i) no longer needs special help; ii) continues to need extra support at the level given, iii) needs further assessment and involvement of an outside agency.

Further and long term action:

At this stage the SENCO and class-teacher should review all the available information gathered at the initial concern stage and any information from outside agencies such as the Educational Psychology Service, Occupational Therapy, Speech and Language and Health Services.

The SENCO now ensures that the child's IEP includes the advice of any professionals involved from outside agencies. Parents and professionals are kept informed and invited to each Review Meeting of the IEP. At this point the SENCO may apply for exceptional funding to ensure the resources are in place to support a child's needs in full.

Children who have already had SEN identified and the involvement of an outside agency before coming to the school may be given this level of support immediately. Parents will be involved and kept informed during the settling process of their child in this instance. They will also be involved in IEP's to ensure the needs of their child are being met in a way conducive to their wishes.

Educational Health Care Plans

Very occasionally an Educational Health Plan may be issued by the LA to a child with needs so complex that it appears necessary to safeguard the child's progress throughout their school lives.

An Educational Health Plan may also be issued to children needing access to a particular service such as a home-based teaching or developmental play programme, or when evidence points to the need for specialist early intervention that cannot be provided in the school setting.

How Odessa Infant School adapts the curriculum and learning environment for pupils with SEN

It is the teacher's responsibility to make appropriate adaptations to the curriculum and learning environment in order to enable pupils with SEN to access learning opportunities and to achieve.

Before the beginning of each half term and each week there are Year Group planning meetings where work in each curriculum area is differentiated for all children including those with SEN.

The SENCO supports staff in planning for those children with SEN as necessary.

Class teachers are also able to draw upon the expertise of our Speech and Language Therapist and other outside agencies for advice when needed.

Individual Education Plans highlight termly targets for pupils with SEN. The SENCO, class teachers, parents and teaching assistants decide these targets together and discuss ways in which they can be incorporated into the classroom.

Additional Support and Interventions

The SENCO and senior management team provide a range of intervention programmes to address the needs of various groups and individuals at Odessa. These included Speech and Language programmes, Occupational Therapy programmes, Music Therapy as well as social and communication groups.

These intervention groups will either be led by the SENCO, a trained therapist, the class teacher or a trained Teaching Assistant.

When children require extra support, we aim to provide it within their classroom setting. Sometimes this will be given individually where appropriate, but more often within small groups. Occasionally children will work outside of the classroom with school staff or staff from outside agencies to support their specific needs, e.g. special language work. Therapists and Support Service specialists sometimes advocate the need for periods in a distraction-free environment for a child to make progress in certain areas of learning.

Record Keeping

Records of children with SEN are kept by the SENCO in the SEN room. Records include IEPs, reports from Support Services and any other information relevant to the child's SEN.

In addition the class-teacher maintains records on all aspects of curriculum progress for all children in the class. Children's progress and attainment will be recorded according to the Early Years Foundation Stage levels for children in Nursery and reception and by the National Curriculum standards for children in year one and two. Pupils with SEN are assessed at their level using B Squared. This allows staff to track finer details of progress and to pinpoint next steps in learning.

The SENCO advises teachers and support staff on monitoring the progress of a child with SEN and organises a review meeting as necessary, but no less than once a term, to update his/her IEP.

Transition to other schools

When the SENCO is informed that a child with SEN will be moving to another school steps are taken to ensure the transition goes as smoothly as possible. This may involve meetings between teachers and support staff at both schools and school visits.

We regularly make arrangements for all Year 2 children, including those with SEN, transferring to St James Junior School in the Summer Term. Pupils with SEN generally have a longer transition which includes several visits, meeting new teaching assistants and teachers, making a book about their new school and staying for lunch.

Allocation of Resources and Funding Arrangements

The budget allocation from the LEA, together with an amount from the school budget, is used to employ the SENCO and the SEN teaching assistant.

The head-teacher is responsible for the budget for SEN and liaises with the SENCO to discuss the allocation of available resources as needed.

Money from the school budget is used to purchase any extra learning resources needed for specific children, such as specialised equipment, music therapy sessions, or speech therapy. Support given to children is allocated on a basis of individual need.

For children who have multiple or more serious needs, the school applies for extra resources from the Exceptional Resources Panel. SENCOs from local schools attend regular Cluster Meetings to assess these serious needs and make recommendations to the panel.

External Support Services

Specialist Agencies outside the school become involved with children following a referral agreed by the SENCO and parents.

The following support agencies may be involved with a child with SEN:

- Educational Psychologist (EP)
- Speech and language therapists (SLT)
- Physical or occupational therapy (PT or OT)
- Child Development Clinic (CDC)
- Complex Needs and Dyslexia Service (CNDS)
- Language , Communication and Interaction Service (LCIS)
- School Home Support (SHS)
- Child and Family Consultation Service (CFCS)
- Behaviour Support Service (BSS)
- Social Services

SEN Training

There is a continuing commitment to SEN training both in school and at the Learning Support Centre. The SENCO attends regular meetings and appropriate courses organised by the Learning Support Centre. Class teachers and TAs also participate in on-going training as necessary.

Admission Arrangements

The same admission arrangements apply to all children who register for nursery or school places.

Where special needs have previously been identified the Head-teacher or SENCO will arrange a meeting with parents, staff and other agencies involved with the child to assess the level of support needed.

In the case of children who have complex SEN, a transition procedure will be drawn up and followed to ease their initial inclusion into our school. This plan will be tailored specifically to individual children's needs.

Special Facilities

There is wheelchair access to all teaching areas and play areas in the school. There is a separate toilet and shower for children who need assistance with toileting. There is also a disabled toilet in the school's Community Room. We have a sensory room and ball pool on site.

Partnership with Parents/Carers

Parental involvement is encouraged at every stage of the procedure to assist children with SEN. The school has an Open Door policy so that parents/carers can easily arrange to discuss their concerns with members of staff. Bilingual members of staff are involved as interpreters when needed.

On occasion the SENCO may visit a child with SEN in his/her home environment by arrangement with parents/carers.

Arrangement for Considering Complaints

Parents who have a complaint are encouraged to speak initially to the SENCO or Head-teacher in order to resolve any difficulty in an informal way.

Advice may be sought from Newham Parents Support Network, the Educational Psychologist or other relevant outside agencies.

When necessary a parent can follow the LEA's formal complaints procedure printed in the school handbook.

Odessa Infant School Local Offer

Our school offer forms part of the local authority's offer which can be found on the Newham website.

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

Here is some additional information about how Odessa Infant School specifically supports its pupils with SEN.

