

# The Coastal Federation

<b>Bacton Primary school</b>	<b>Mundesley Infant school</b>	<b>Mundesley Junior school</b>	<b>Starfish pre-school</b>
			

## SPECIAL EDUCATIONAL NEEDS DISABILITY POLICY 2020/21

### Policy approved by Governing Body on

Signed: .....	Date: .....
<b>Chair of Governors</b>	
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## Special Educational Needs :

Children have special educational needs if they have a learning need, which calls for special educational provision to be made for them. For children aged two and over, educational provision which is additional to, or otherwise different from, the educational provision for children of their age.

The Special Educational Needs and Disabilities Co-ordinators (SENDCo) are; Bonnie Duffield (MIS), Emie Croft (MJS) and Helen Peck (Bacton Primary and Starfish Pre-school, supported by Clare Cubitt).

## **HOW DOES THE COASTAL FEDERATION IDENTIFY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?**

At The Coastal Federation children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways including the following:

- Liaison with previous school
- Concerns raised by Parent
- Liaison with external agencies
- Health diagnosis through pediatrician
- Classroom observations
- Looking at work and progress over time
- Looking at the impact of any adjustments that have been made for the child
- Working with the child and parents to find out what works, what is tricky and what we can do to support

If a child is Looked After (LAC), The Coastal Federation will liaise with The Virtual School and the attached Social Worker to explore SEN needs and additional funding requirements.

## **HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Talk to us – firstly contact your child’s class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCo) or Head of School.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

## **HOW WILL SCHOOL SUPPORT MY CHILD?**

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will plan and work with each child in their class with Special Educational Needs or Disabilities (SEND), to support progress in every area.

- There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- We have systems in place for supporting children during Early Years including applications for an EHC plan where necessary.

#### WHO WILL EXPLAIN THIS TO ME?

- The class teacher/preschool leader will meet with parents at least on a termly basis (this could be as part of Parent's evening or 'Drop-ins') to discuss your child's needs, support and progress. An appointment can also be made at other times should the need arise.
- For further information the SENDCos are available to discuss support in more detail.

#### HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCos report to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCo who keeps them informed of all related matters.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

#### WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within preschool/class is pitched at an appropriate level so that all children are able to complete tasks according to their specific needs. Differentiation could also be achieved with adult support or different expectations of outcome (work produced by pupils). On occasions work can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Other strategies that might be used by the teacher include visual timetables, writing frames & word banks, use of ICT, coloured overlays, peer buddy systems, positive behavior management plan.

### **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

#### WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep channels open and communicate regularly, especially if your child has complex needs.
- If your child is receiving additional interventions they will have a target which will be reviewed regularly by both Class teacher/SENDCo. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

- If your child has complex SEND they may be part of an EHCP (Education Health Care Plan), which means additional assessments and formal meetings involving other professionals, will take place to discuss your child's progress and reports will be written.

#### HOW DOES THE PRESCHOOL/SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a preschool/school we measure children's progress in learning against National and age related expectations supported by the Norfolk Assessment Pathway (NAP).
- The preschool leader/class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a preschool, we track children's progress from entry at 2+ until the transition to Reception up to 5 years of age. In school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods.
- Children who are not making expected progress are picked up through review meetings with the preschool leader/Class teacher and SENDCo / Head of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

#### HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have additional intervention discuss their targets with their class teacher.
- If your child has an EHCP (Educational Health Care Plan) their views will be sought before any review meetings.

#### WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo's are fully qualified and accredited. The Coastal Federation and Starfish Pre-school work in accordance with the SEND Code of Practice - with particular regard to sections 5 and 6.
- As a preschool/school we work closely with any external agencies that we feel are relevant to individual children's needs within our preschool/school including: Behaviour Support; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; children's services including - social workers and Educational Psychologists.

#### HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the preschool/school curriculum and we aim for all children to be included on pre school/school trips. We aim to provide the necessary support to ensure that this is successful working in partnership with parents.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The preschool's/school's sites are wheelchair accessible with a disabled shower and toilet large enough to accommodate changing. The preschool/schools are all on one level with ramps at specified fire exits.

### **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the preschool/school prior to starting when they will meet and be paired with an older child if necessary. They will also be shown around the preschool/school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We may write social stories with children if transition is potentially going to be difficult.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHCP (Education Health Care Plan) review will be used as a transition meeting during which we will invite staff from both schools to attend.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- We ensure that all children who have Special Educational needs have their needs met to the best of the school's ability with the funds available.
- We access the services of an Educational Psychologist.
- We will apply for additional funding through Norfolk's High Needs Funding System.
- The SEN Budget is used by the schools in delivering: support within class, interventions, purchasing resources and training for staff.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Duffield, Miss Croft or Miss Peck.
- The SEND Code of Practice (2014)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- For more general information please see Norfolk's Local SEND offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- Additional support for Parents/Carers can also be accessed here <https://www.norfolk.gov.uk/children-and-families/send-local-offer/care-support-and-advice/advice-and-support-for-parents-and-carers>

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE PRESCHOOL/SCHOOL?**

- Contact the school Admin office to arrange to meet the Head of School Miss Howett (MIJS), Mr Hopkins (Bacton), or the SENDCos Mrs Duffield (MIS), Miss Croft (MJS) or Miss Peck (Bacton Primary and Starfish Preschool - supported by Mrs Cubitt)
- Our SEND Governors are Julie Watts and Ed Maxfield for Mundesley Infant and Juniors and Jenni Rooke for Starfish and Bacton Primary