

OLDHILL COMMUNITY SCHOOL & CHILDRENS CENTRE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



September 2022

REVIEW DATE: SEPTEMBER 2023

Oldhill Special Educational Needs and Disability Policy

Introduction

Oldhill Community School and Early Years Centre values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected members of the school.

Equality of Opportunity

The school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum working together towards to school motto of **'Proudly Achieving Together'**.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.
- To enable children with SEND to maximise their achievements
- To ensure the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parent/carers to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.
- To work in partnership with external agencies to provide accessibility and understanding of pupils as individuals.

Roles and responsibilities

The Governing Body

The Governing Body in co-operation with the Head teacher determine the school's general policy and approach to the provision for children with SEN. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with the responsibility for SEND. The SEND Governor will liaise regularly with the Head teacher and Assistant Head teacher for Inclusion and report back to the full Governing Body.

The Head teacher

The Head teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head teacher should keep the Governing Body fully informed and also work closely with the Assistant Head for Inclusion.

The Assistant Head for Inclusion

In collaboration with the Head teacher and the Governing body, the Assistant for Inclusion plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

Key responsibilities are in conjunction with the SENCo and ARP Manager:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for the children with Special Educational Needs and disabilities.
- Liaising with and advising other teachers.
- Managing SEN teachers and Teaching Assistants.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including HLT support and educational psychology services, health and social services and voluntary bodies.
- Processing and analysing progress data.
- Placement planning as appropriately and annually.

The Teaching Staff

All teachers are teachers of children with special educational needs and actively seek to adapt the curriculum to meet those needs. All teachers are aware of the procedures for identifying, assessing and making provision for children with SEND and are actively involved in the review process. Progress is

monitored each term in pupil progress meetings. Teachers meet termly with parents to discuss and review progress and attainment.

The SEND Teachers/Teaching Assistants

The designated SEND TAs work with the ARP Manager, SENCo and Assistant Head in providing support for the children with special educational needs across the school, liaising with class teachers, maintaining records of other children they work with and attending reviews and meetings as requested.

The role of Parent/Carers of Pupils with SEND

In accordance with these code of practice the school and centre believes that all parents and carers of children with SEND should be treated as equal partners. The school has a positive attitude to parent/carers and provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Supporting colleagues with differentiation for pupils

Parent/Carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parent/carers and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how the child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Attend and feed into their child's termly meeting.

In accordance with the school and centre's 'open-door' policy, parent/carers are encouraged to contact the child's class teacher, SENCo and/or the Assistant Head teacher for Inclusion or the Head teacher as needed either by telephone or appointment.

Parent/carers are involved in supporting the target setting process for All About Me Plans and their views are sought for reviews, we encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parent/carers make and the critical role they play in their child's education.

All parent/carers of children with SEND will receive information on how they can access Parent Partnership services. This is a free service which supports parent/carers of children with special educational needs.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to 'All About Me' reports. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures and written answers)
- Surveys
- Pupil set targets
- Talking MATs

Admissions Arrangements

The Head teacher, Assistant Head and SENCO are responsible for the admissions arrangements for SEND pupils which accord with those laid down by HE. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs as well as identifying and providing for those not previously identified as having SEND.

Allocation of resources

HE provide the school with a budget towards meeting the needs of the children with SEND. In addition the school plans and provides for children with SEND from the main budget. An additional budget is allocated for specialist resources to be bought. In some cases the school receives additional funding for pupils with Education Health Care Plans.

Identification, Assessment, Provision and Review

All pupils are entitled to a balanced and broad based curriculum and Quality First Teaching. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through usual classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instances, with direction from the teacher.

The school is committed to early identification of special educational needs and adopts a graduated response to SEND in line with the Code of Practice 2015. All children throughout the school are monitored every term during Pupil Progress Meetings and the children with SEND have their All About Me Meeting targets assessed at these meetings. This is to ensure that they continue to access the curriculum successfully and to help early identification of any areas of concern. A range of evidence is collected through planned assessment and monitoring arrangements as well as regular formal

discussion between the SEND leads and classroom teachers. If these suggest that any pupil is not making the expected progress, or that their needs have changed, the class teacher works with the SENDs lead in order to decide whether additional and/or different provision is necessary.

An 'Identification of Need' form is completed by the Class Teacher and reviewed by the SENDCo or SEND lead.

All About Me Meetings

If additional and/or different provision is required the child will be designated as an 'Additional Support Pupil'. An All About Me meeting will be held led by the SENDCo/ARP manager and classroom teachers in consultation with the child, and parent/carer. A decision about support will be made based on the evidence available as to if the children will receive additional or group support in addition to classroom support.

The All About Me report will be reviewed each term or sooner if circumstances require. Outcome is recorded on the pupil tracker system. Children and parent/carers will be invited to contribute to the target setting and review process.

If the school has evidence that a child is making very limited progress or is 7 sub levels below national level despite significant support and intervention in the classroom, then it may be necessary to seek further advice and support from outside professional. All the children at this level of support will receive additional support either from the SEND team or an outside agency. Any outside agency will be invited to contribute to the monitoring and review of progress. Children and their parent/carers will be fully informed and kept updated about the involvement of external agencies and proposed interventions. An EHCP may be requested for if progress continues to be limited or the pupil's needs cannot be met within this frame work.

For children with Educational Health Care Plans, as well as the review of their targets, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for Senior Leadership and HE. Pupils whose needs cannot be met adequately within the mainstream setting will have their placement reviewed in the Annual Review and an alternative placement will be decided on.

When children are due to transfer to another phase or setting, planning for this transfer will be started in the year prior to the year of transfer when possible. The SENDCo/ARP Manager or Assistant Head teacher will liaise with the SEND lead of the new setting to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a child moves to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education Regulations 2000.

Triggers indicating the need for intervention at Identification of need

The child who despite receiving differentiated learning opportunities:

- Makes little progress even when teaching approaches are targeted particular in a child's identified area of weakness.
- Shows signs of difficulty in developing maths or literacy skills that result in affecting attainment in some curriculum areas.
- Presents persistent emotional and/behavioural difficulties which are not transformed by the school's behaviour management techniques usually employed by the school/centre.
- Has sensory or physical difficulties and continues to make little progress despite the provision of a differentiated curriculum.

Triggers indicating the need for intervention at SEND intervention

Despite having had an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues to work at substantially below national expectations.
- Continues to have difficulty in developing literacy and numeracy skills.
- Have emotional or behavioural difficulties which have substantially and regularly interfered with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional and specialist equipment or regular advice by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

'Adequate Progress'

The SEND Code of Practice (2015) states that adequate progress can be defined in a number of ways. For example it might be progress which:

Narrows the attainment gap between the child and their peers.

- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum

- Demonstrates an improvement in self-help, social or personal skills.

Access to the Curriculum

All pupils have the entitlement to a broad and balance and relevant curriculum. The majority of children with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of appropriate curriculums and the inclusion policy.

In teaching planning, staff strive to:

- Provide suitable learning challenges
- Meet the children's' diverse learning needs
- Remove the barriers to learning and assessment

With advice from the SEND leads, teachers match their learning to the needs and abilities of the pupils. They use a range of strategies to develop the children's' knowledge, kinaesthetic approach, understanding and skills, including the use of ICT. Where appropriate materials are modified or support is provided to enable children with SEND to access the learning or the assessment processes. The provision map is reviewed termly and strategically reflects the interventions, resources and staffing based on pupil need.

The school and centre acknowledges that its practices make a difference and SEND is represented on the Leadership Team. The school, centre and teachers regularly review issues related to pupils with SEND to include classroom organisation, teaching styles and methods, material and tasks to determine how these could be improved.

Children are supported in a variety of different ways as appropriate to their needs, which include individual support, caring environments and supporting small groups or in class. This support is monitored at pupil progress meetings.

Withdrawal sessions are used to support identified children with specific academic, emotional or behavioural needs. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on the delivery of the curriculum, actively seeking to ensure curriculum needs are met. These sessions is reviewed regularly to assess impact and effectiveness.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities, these include a range of creative and sporting activities/clubs, life skills curriculum. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

Monitoring and Evaluating the Success of the Education Provided for Children with SEND.

The school and centre, including the governing body, are committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided for and the achievements of Pupils with SEND.

The school employs a series of methods to gather data and analysis including:

- Regular observation of teaching by the Senior Leadership Team and other leaders in the school and centre.
- Analysis of the attainment and achievement of different groups of children with SEND
- Use of Pupil Premium to support children with SEND
- Success rates in respect of Educational Psychologist targets.
- Scrutiny of teacher planning and children's work.
- The views of parent/carers and children.
- Regular monitoring by the governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SEND leads, class teachers, leadership team and TAs.
- TAs gather progress information supporting children with SEND and on Pupil Premium.

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Arrangements for the ARP (Autistic Resources Provision) (See also ARP handbook)

Arrangements for In-service Training

The school makes an audit of training needs for all staff taking into account school/centre priorities as well as personal professional development. The school is allocated training funding each year which is used for SEND CPD as identified. In addition, staff attend training by HE and other agencies.

Links with Other School and Facilities

External support services play an important part in helping the school and centre identify, assess and make provision for children with SEND

- The school and centre organise allocated visits from Educational Psychologists and the school has a named Attendance Officer.
- The School and Centre may seek advice from specialise advisory teaching services for children with statemented need, sensory impairment of physical difficulties.
- Speech and Language team regular support children and staff where needs have been identified in communication and interaction.
- The school/centre has regular communication with a variety of agencies to ensure that we can best meet the needs of individual children.
- Where appropriate multi agency meetings are held to ensure effective collaboration in identifying and making provision for vulnerable children and communication is maintained at all times.
- Various liaison meetings take place involving school and centre staff, SEND leads, TAs other outside agencies.
- Year 6 transition is managed by SEND leads of the school and SEND leads from the secondary school.
- There are links with other local special schools in the area from which some children transfer to our school or ARP.
- The school has links with 'First Steps' and CAHMS ensuring emotional and mental well-being.

Success Criteria

The success of the education offered to children with SEND will be regularly monitored and judged against the aims set out above. The policy will be reviewed annually and the Governing Body will receive reports on the implementation of the policy.

Policy reviewed Petya Neagle(Assistant Head / Inclusion lead)

Reviewed September 2022

TB Reviewed September 2023