

Special Educational Needs and Disability (SEND) Policy

Oxton St Saviour's C of E Primary School

Special Educational Needs (SEN) Policy

Introduction

Oxton St Saviour's SENCO is Mrs J Rodgers, who is currently undertaking the SENCO Award as per Government Legislation and Miss J Parry is the Governor Responsible for SEN. They ensure that Oxton St Saviour's Special Needs Policy works within the guidelines and inclusions policies of the Code of Practice (2014), the Local Authority and other policies within the school

We are committed to giving our children every opportunity to achieve high standards, which will enable them to reach their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty

or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

The SEN policy details how, at Oxtou St Saviour's, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are:-

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To work together with parents/carers and the pupils in order to monitor progress.
- To make clear expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development.
- To ensure support for pupils with medical conditions
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

Equality and Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to do this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:-

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Teachers provide Quality First Teaching through a differentiated curriculum. They respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Pupils who are functioning higher, or have ability to function at a higher level at one or more areas than the vast majority of their

peers, regardless of the intake of the school, are provided for by careful planning. Teachers meet the demands of these children through differentiated extension work.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENCO and all the other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibility. All teachers are teachers of children with special educational needs.

- Early identification is vital. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their help and participation.
- When children enter Foundation 2 the teacher starts a record for all children providing a baseline for all future development and identifies children who are experience difficulties when first admitted to St. Saviours.
- When a child is identified as experiencing difficulties within school a Record of Concern is completed and the child's parents are consulted.
- Children who are admitted to the school in the older age groups are placed on the SEN Register if the class teacher identifies a cause for concern or of the child is known to have been on the Special Needs Register in their previous school.
- Children do not remain on the Special Needs Register indefinitely. If there is no longer a cause for concern they are removed from it.

- All class teachers are responsible for the initial identification and assessment of SEN.
- At times it may be necessary to have assessments undertaken by the Special Educational Needs Advisory & Assessment Team (SENAAT). The team advises the teacher on the best way to support the child.
- At times it may be necessary to seek advice from the Educational Psychologist. He may observe the child or do some cognitive testing and then advise staff and parents on the best type of support.

In order to help children with Special Educational Needs Oxton St. Saviour's will adopt a graduated response. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored. If no progress is noted after this time the child may be added to the School SEN Register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum.

Graduated Response to SEN:-

1. Quality First Teaching with a differentiated curriculum.
2. A Provision Map to raise awareness and advise on classroom strategies.
3. Person Centred Plan - One Page Profile
4. School support plan and a Provision Map.
5. Additional Support Plan
6. Education, Health Care Plan (EHCP)

The Process of Individual Planning

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating a One Page Profile and an Additional Support Plan. At Oxton St Saviour's, we will ensure that this is the case by adopting a Person Centred Plan (PCP) approach to the creation of the plans.

This means that we have a process whereby children's thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents, carers and, where appropriate the child's wider family are also collected. This process takes the form of discussions with parents and carers and also questionnaires.

Once the plans are in place they are carefully monitored through termly reviews with the child and the parent/carers.

A request will be made by the school to the LA to begin the process of developing an EHCP if the child has reached stage 5 of our Graduated Response and continues to make no progress. In this case a multi-agency approach to support will be adopted and the LA will be given information about the child's progress overtime, and will also receive documentation in relation to the child's special educational needs and any other action taken including resources or special arrangements put in place. The parents/carers of any child who is referred for an EHCP will be kept fully informed of the progress of the referral.

It may be necessary for the school to make a request to the LA for an Individual Pupil Funding Agreement (IPFA) for a child with a Communication and Interaction need. In this case it would be necessary to adopt a multi-agency approach and appropriate documentation would need to be submitted with the request.

Oxton St Saviour's actively promotes a Dyslexia Friendly environment and uses techniques for all children to learn.

Children with Medical Needs

Before a child begins Oxton St Saviour's parents/carers are asked to complete a medical form. On this form they are asked to give information about any existing medical conditions. The SENCO will then flag up any children who require a Health Care Plan (HCP). A meeting will take place with the parents/carers, school nurse and any other professionals already involved with the child. Together they will look at how the child's medical condition may affect his/her learning in school and a Health Care Plan will be drawn up. This will be reviewed yearly or as the need arises.

The Role of the SENCO

- Overseeing the day-to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they transfer.
- Liaising with external agencies including LEA's support and psychology services and health and social services.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.

Allocation of Resources

- The SENCO and headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with PFAs and EHCPs.
- The headteacher informs the governing body of how the funding allocated to support special needs has been employed.
- Identified needs will be indicated on the School Development Plan and, within available resources, those needs will be met.

The Role of Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

The governing body has decided that children with special educational needs will be admitted in line with the school's agreed admissions policy.

The governing body reviews this policy annually.

Complaints Procedure

If a complaint should arise from whatever sources concerning special education provision in school, it should be dealt with in a hierarchical order:-

- Class teacher
- SENCO
- Headteacher
- Appropriate committee of the governing body
- An appeals committee of the governing body

Parents' Right of Appeal:-

Following a statutory assessment by the LA and a decision being made, parents have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEN.
- The LEA has refused to issue an EHCP.

Parents may value independent advice and support when their child is being assessed for a possible EHCP. This can be sought from Parent Partnership.