

Oxford Grove Primary school
Special Education Needs and Disability Policy Statement
September 2017

SEND Co-ordinator – Mrs. N. Ainscough.
SEND Governor – Mrs. L. Thomas

Justification.

At Oxford Grove we believe children are individuals. It is their right to receive an education appropriate to their needs and provided with the support and encouragement to enable them to fully access the National Curriculum, enabling them to achieve a full and balanced educational development and personal well-being. Where needed, we endeavour to secure special educational provision that is 'additional to and different from' that provided by a differentiated curriculum reflecting the four areas of need identified in the new SEND Code of Practice (September 2014), complying with section 69 of the Children and Families Act 2014.

Communication and interaction
Cognition and learning
Social, mental and emotional health
Sensory/Physical

Although the following areas are not considered as special needs, they may present as possible barriers to learning and therefore impact on progress and attainment.

Disability
Attendance and Punctuality
Health & Welfare
Mental Health & Well Being
English as an Additional Language
Free School Meal Entitlement
Children Who Are Looked After
Identified Behaviour Needs (not linked to Social, mental & motional category)

Aims.

1. To enable all children to gain access to their entitlement to a broad, balanced, relevant and differentiated curriculum.
2. To create an environment that meets the special educational needs of each child to enable them to achieve their learning potential and engage in activities alongside their peers.
3. To quickly identify any difficulties which may exist in the development of the child and make appropriate provision to meet those needs.
4. To build on the positive attributes of each child in partnership with parents.
5. To help each child to develop with confidence and to achieve a high level of self-motivation and self-esteem.
6. To ensure every child feels nurtured and supported to achieve their full potential.
7. To ensure that each child is valued as an important member of the school community and where practicable, involved in decisions affecting their future Special Educational Needs and Disability (SEND) provision.

Objectives.

1. To implement the SEND Code of Practice 2014.
2. To ensure that all teachers make provision for children with special needs, ensuring full access to the whole curriculum.
3. To ensure that joint record keeping takes place securing appropriate teaching strategies and target setting.
4. To ensure the regular assessment and monitoring of progress.
5. To work in co-operation and partnership with the Local Education Authority and other professional agencies to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
6. To establish and maintain a partnership between home, the teacher, the school and the child.

Roles and responsibilities

The Governing Board will:

- ensure that necessary provision is made for any pupil who has SEND
- ensure that a responsible 'named' member is identified to monitor SEND provision
- ensure that SEN pupils are fully involved in school activities as is reasonably practical.
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- report to parents on the implementation of the school's policy for pupils with SEND.
- have regard to the Code of Practice when carrying out its responsibilities.
- be fully involved in developing and reviewing SEND policy.

The Head Teacher will:

- be responsible for the day to day management of provision for children with SEND
- keep the governing body fully informed about SEND within the school
- work closely with the SEN Co-ordinator (SENCo)
- ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The SENCo will:

- work with the head teacher and governing board to determine the strategic development of the policy
- oversee the day to day operation of the SEND policy
- monitor the impact of the policy through the annual judgement of progress and standards
- identify improvement issues through the scrutiny of teacher's planning, observation of pupil response and output and regular analysis of teacher assessments
- coordinate provision for children with SEND
- liaise with & advise fellow teachers on SEND provision
- monitor the progress of children on the SEND register
- manage Teaching Assistants with SEND responsibilities
- oversee the records of all children with SEND
- liaise with parents of children with SEND
- contribute to the in-service training of staff
- liaise with external agencies
- manage the delegated budget

Class teachers will:

- be aware of the school's procedures for the identification & assessment of SEND pupils.
- collaborate with the SENCo to decide the action required to assist the pupils to progress
- write SMART targets for SEN pupils in their class
- meet with parents of SEND pupils to review and discuss the progress of those pupils
- be involved in the development of the school's SEND policy.

All teachers are teachers of children with special educational needs. (SEND Code of Practice September 2014)

Changes from the SEND Code of Practice 2001

The Code of Practice (2014) covers the 0-25 age range

There is a clearer focus on the views of children and young people and on their role in decision-making

It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) will replace statements and Learning Difficulty Assessments (LDAs)

There is new guidance on the support pupils and students should receive in education and training settings

There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.

From 1 September 2014 the provisions of the Children and Families Bill, its associated regulations and the Code of Practice will be in force. Transitional arrangements will be in place to support the changeover from the current system to the new system.

Admissions arrangements

The school will admit any pupil regardless of special educational needs but will endeavour to ensure any particular support needs and requirements are in place prior to admission to enable the child to access the National Curriculum.

Facilities

Provision for pupils with physical special needs will be catered for through the design of our modern building, which includes widened internal and external door access and ramps to all entry points. Disabled bathroom facilities are available in both key stages of the school building.

Allocation of resources

Whenever possible the school will aim to support SEND children through the use of additional expertise e.g. Ladywood Outreach Service (advisory teachers), an Educational Psychologist (EP). The following external support staff are attached to our school for this academic year:

Educational Psychology Service - Michelle Coughlin
Ladywood Outreach Teacher - Jill Rendall
Behaviour Support Service - Sandra Crompton & Sharon Nelson

SEND pupils will also receive additional adult support. This will be in the form of specific, focused support from the class teacher, or from a dedicated teaching assistant or a combination. Timetables for such support are located the class teacher, the SENCo and all support teachers.

We will provide a wide range of resources as appropriate, including I.C.T. These will be updated and improved through annual audits, which will lead to the purchase of materials for particular areas of development.

Identification, assessment and provision for S.E.N.D

Children have a cognition and learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in our school.

Children having social, mental and emotional difficulty if they:

- generally do not conform to the expected behaviour of that particular age group in line with the school's Behaviour & Discipline Policy.
- display behaviour that is unacceptable and noticed by several members of staff. They may be repeatedly verbally or physically aggressive; their parents are frequently asked to come into school to help improve their child's behaviour and discipline.

Children with sensory or physical difficulties:

- have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for other children in our school without modification or additional support.

The school is adopting the graduated response as outlined in the revised Code of Practice.

Children will be placed on the SEND register at the request of a parent, a teacher or other professional person involved with the child.

Initial Concerns

The class teacher will:

- maintain an initial concern sheet
- gather relevant information to be kept in the child's assessment file
- provides appropriately differentiated work for an individual or group
- informs parents of concerns and obtain their signature on the initial concerns sheet
- discuss the initial concerns sheet with the SENCo

SEN Support

Where progress is not adequate, it will be necessary to take some *additional* or *different* action to enable the pupil to learn more effectively. Class teachers will consult with parents to agree a programme of intervention to address the child's needs.

The class teacher in collaboration with the SENCo will:

- assess the child's needs
- provide small step targets for the child
- seek and obtain advice from specialists when additional strategies are required

When, despite intervention at SEND Support little or no progress has been achieved, the SENCo and class teacher will in consultation with parents, will enlist further experienced support from outside agencies.

Support at this stage continues. In addition:

-outside agency observe/work with the child
class teacher will work in collaboration with SENCo and specialist teachers

EHC Plan

The majority of children and young people with SEND will have their needs met within local mainstream schools. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school. Following a request for assessment, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person. Local authorities must also gather advice from relevant professionals. This process must not take more than 20 weeks.

Assessment

The school has clear procedures for identifying pupils with SEND using:

- structured teacher observations/assessment referral procedures
- screening and diagnostic tests
- standardised tests and NC results analysis

Provision & Inclusion

Children are taught alongside their peers in pure year groups. They have full access to a broad and balanced curriculum. They are supported through small group and individual work, as appropriate, mainly within the classroom environment. All children are fully included in all aspects of school life.

Evaluation

The school will aim to use performance data to analyse the success of the policy through the evaluation of percentage of targets achieved and pupil movement on the SEN register.

The SEND policy will be judged successful if:

1. The school's identification and assessment procedures are followed and regular reviews are carried out by all staff.
2. Parents are involved in the process of helping their child with their special educational needs.
3. Children receive a well-resourced, broad and balanced curriculum which is appropriately matched to the needs of the child.
4. Progress for SEND children is monitored using: Assessment data, teacher assessments, target setting achievement and the number of children entering and leaving the SEND register .
5. The Head teacher and SENCo report regularly to the Governing Board.
6. Consultation and liaison with the LA support services is appropriate and effective.
7. The computer-based register is maintained and updated termly, with contributions from all staff.

Complaints procedure

Parents who are dissatisfied with the SEND provision for their child should contact the school initially and informally through the SENCo, then more formally through the Head teacher.

If still dissatisfied, parents have the right to address the school's SEND Governor for consideration of their case by the Governing Board.

SEND in service training

The school will seek to provide appropriate training for all staff involved in the development of SEND pupils in accordance with individual training needs and the School Development Plan.

Parent Partnership

The school considers parents of SEND pupils as valued partners in the process. Depending on age & appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes which affect them. From the earliest identification of concern, parents will be involved in any decisions made concerning the provision for their child's individual needs. They will be invited to take part in the target reviews at least three times a year and will have the opportunity to meet with the SENCo during these reviews and as a need arises.

Links with other mainstream schools

The school will make every effort to ensure all information regarding pupils with SEND is passed on as early as is possible. Responsibility should lie with the school that has the information. At transition from Nursery to Primary, where possible, visits are made to receive the relevant information. In transition from Primary to Secondary, the receiving SENCo is invited into school to meet the children & staff.

Links with health, social services & educational welfare services

The school maintains contact with Social Care Services as and when necessary and other services are contacted via the deputy head according to their agreed procedures.

Review.

This document will be reviewed annually by the SENCo, staff and governors.

N. Ainscough.
September 2017