

Oak Hill C of E Primary School

Policy for Special Educational Needs and Disabilities

This policy was written in consultation with staff and governors

Agreed by Governors: March 2018



Introduction

Oak Hill C of E School values the contribution that every child can make and welcomes the diversity of culture, religion, and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs or disabilities are valued, respected and equal members of Oak Hill.

At Oak Hill C of E Primary we welcome children from all backgrounds. We strive to meet the individual needs of all our pupils to ensure they have a positive and productive educational experience.

Where a child has a recognised additional need or disability we will make reasonable adjustments as required to enable them to thrive and reach their potential at our school.

As such provision for the pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, head-teacher, SENCO and all other members of staff have important responsibilities.

While this policy deals mainly with pupils who are experiencing difficulties at school it is also important to recognise that the very able children also have specific needs and every effort will be made to provide for their needs too; these are addressed in the Gifted and Talented Policy.

The safeguarding of all our pupils is of paramount importance to use and this policy should be read in conjunction with our Child Protection / Safeguarding Policy.

What is SEND?

Some pupils may need additional or alternative provision to enable them to fulfil their potential in school. This may result from difficulties or additional needs in one or more of the following areas:

- Learning and Cognition difficulties
- Speech, Language and communication skills
- Medical, Physical or Sensory needs
- Behaviour, social or Emotional needs

Policy Principles

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education need, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child's learning

- establishing an SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the SENCO, class teachers and teaching assistants , and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

Objectives

At Oak Hill C of E Primary School we aim to:

- ensure, wherever possible, that all our pupils are taught within their own class group and that withdrawal is kept to a minimum.
- provide programmes of work for children with SEND which enable them to access the Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties.
- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- plan our work allowing for differentiation in keeping with the child's needs and abilities in order to enable pupils with SEND to maximise their achievements.
- ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- work in partnership with parents to enable them to make an active contribution to the education of their child
- take the views and wishes of the child into account when making decisions
- liaise closely with the appropriate services working with our children.

Safeguarding

Oak Hill C of E Primary_ has a Safeguarding Policy which aims to protect every child in its care by ensuring that everyone in the school, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

Roles and Responsibilities

The Governing body is responsible for:

- ratifying the policy
- determining the staffing
- allocating the funding
- reporting annually to parents

Role of SENCo Governor

The SENCo Governor is responsible for:

- Whole school SEND development, meeting regularly with the SENCo
- Monitoring and developing policy
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Role of the SENCO

The SENCo is responsible for co-ordinating the SEND provision within the school.

The SENCo is responsible for:

- Liaising with staff
- The management of the provision for pupil with SEND support and EHCP.
- Deployment of Support staff
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Keeping the Headteacher updated

- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +
- Oversee the day to day operation of the school's SEND policy

In the absence of the SENCo the main point of contact would be the class teacher of the child.

Role of Headteacher

The Headteacher is responsible for:

- Including provision
- Allocation of resources
- Keeping the governing body fully informed of SEND issues
- Pastoral care for all pupils

Although the Headteacher retains ultimate responsibility, many responsibilities are delegated to the SENCo and the teaching staff.

Role of Class Teachers

Class teachers are responsible for:

- Initial identification
- Communicating with the SENCo and SEND support staff
- Differentiating work to enable access
- Be responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +

Contact details can be found on the school website.

SEND Funding

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

Health and Safety

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Specific medication is labelled and kept in the school office and will be administered as necessary by a member of the school staff. Parents are required to complete a permission and administration form before any medication is given.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate to their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupil's diverse learning needs

- Remove the barriers to learning and assessment

With advice and support from the SENCO and Headteacher, teachers match the learning to the needs and abilities of the child. They use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate, materials are modified or support provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Therefore the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include football, netball, dance, art and music. Pupils with SEND are actively encouraged to join in and benefit from these activities.

Integration

The Governing body at Oak Hill C of E Primary School expect the full integration of all pupils with SEND into the daily routine of the school. Any withdrawal sessions are coordinated by the Class teacher and the work covered is supported within the classroom whenever possible.

At Alderton, a ramp allows wheelchair access to the two ground floor classrooms. The new school hall complex includes a ramp for access to the main entrance, where there is a disabled toilet, and to the hall. Dumbleton base is all on one level but at the moment there is no specific toilet for the disabled.

The SEND Register

The school SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or relevant professional as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND

Identification

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

Oak Hill has a rigorous system where pupil progress is consistently assessed and tracked by class teachers, support staff, subject leaders and the head teacher.

Staff members will raise concerns about any pupil who is not progressing as expected and these concerns will be discussed with the SENCo and parents.

Further assessments and investigations will follow to enable the area of need to be established and appropriate additional support to be provided. Once it has been agreed that a pupil has additional needs an

individual learning plan (My Plan) will be established for the pupil concerned. This will identify up to 3 specific targets for the pupil to work on. If the additional need is within other areas either a health or behaviour plan will be created as appropriate. The My Plan document is reviewed three times per year. A meeting will be set up to include parents, class teacher and pupil (if appropriate), where progress against current targets will be identified and discussed and new target set if required.

If a pupil has more complex needs the Local Authority may be requested to undertake a full assessment of needs. If required they will then draw up an Education, Health and Care Plan (EHCP). This will ensure additional support for the child and will be reviewed annually.

If appropriate, external agencies will be invited into school to assess or work with pupils. These may include: school nurse, Advisory Teaching Service, Educational Psychologist, Occupational Therapists and Speech Therapists.

How does our school know if children need extra support?

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo, external verifiers
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these during Parents Evenings.

Pupils' attainments are tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based

interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of SMART targets and expected outcomes, and a review date will be made.

4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young Person Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy
- CAF

Graduated Pathway

- Please see [Gloucester's Graduated Pathway](#)

Teaching

At Oak Hill pupils with SEND will be taught for the majority of the week with their peers in the classroom. Work set will be appropriate to the ability level of the pupil and where appropriate they may have the additional support of working individually or in a small group with the teacher or a teaching assistant.

If required pupils will have access to additional technology or resources to support their learning. They may also be withdrawn from class for short periods to undertake specific activities with either a Teacher, Teaching Assistant or the SENCo.

Examples of types of support provided:

Visual timetables, Social / emotional group work, Social Stories, TA support (in class or withdrawal), English and Maths booster groups, published schemes for Reading, Maths and Motor Skills, Circle time sessions.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Transitions

Transitions can be difficult for pupils with SEND and we strive to ensure any transition is made as smooth as possible. Our staff meet with secondary schools to share My Plans during the Summer term. Sometimes children with specific needs are invited to additional transitional activities and may have extra visits or meet with key members of staff from their future Secondary School before the summer. This also provides parents with an opportunity to meet staff and gives the chance to begin discussions informally with the school regarding provision. All records are forwarded to a new school as soon as possible.

Within school, teachers meet in July to pass on information regarding pupils in their class. All My Plan documents and EHC plans are shared with both the teacher and any teaching assistants who will work with

pupils with identified SEND.

For pupils who join the school with a specific need already identified, Oak Hill will liaise closely with previous settings to provide a smooth transition in provision and ensure individual needs are met.

Equal Opportunities

At Oak Hill C of E Primary School we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

Monitoring and Evaluation

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Termly reports by the Head teacher to the governing body.
- Regular observation of teaching by Head teacher
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of My Plan targets
- Scrutiny of teacher's planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the SEND governor who will keep the Governors briefed
- SEND to be discussed at all curriculum committee meetings
- Maintenance of assessment records that illustrate progress over a period of time e.g. spelling ages and reading ages.
- Regular meetings between SENCO, class teachers and TAs.

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

Parental Involvement

Oak Hill has an open door policy and encourages parents/ carers to raise any issues immediately. Should a parent / carer have any concerns regarding their child's progress and learning they should talk to the class-teacher in the first instance. If a concern is not resolved by talking to the class teacher, parents should approach the Head Teacher. A complaints policy is available on request.

We encourage parents/carers to become fully involved and they will be involved in the evaluation and setting of targets for the plan. In addition to this they will be invited to a parents evening twice per year where they will be able to discuss their child's progress and achievement. We administer an annual questionnaire where parents / carers have the opportunity to give specific views on a variety of topics, including SEND. Parent review groups are held at least twice per year, where parents / carers can discuss issues or concerns with a member of staff.

In accordance with the SEND code of Practice the school believes that all parents of children with SEND should be treated as an equal partner. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil responsibilities as parents 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 their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

Arrangements for Dealing with complaints from Parents

The school complaints procedure is as follows:

- Speak to the class teacher
- If unsatisfied refer to Headteacher
- Speak to SEND Governor or Chair of Governors
- Seek help from the LEA in writing

Once a complaint has been made it will be given immediate attention and parents can expect a response within three days.

Pupil Involvement

Class-teachers always explain and discuss targets with the children and ask them about their thoughts and if they can identify any specific strategies which will help them in their learning. As part of the My Plan review they will be given opportunities to say if they feel they have achieved targets, what specific support has enabled this and what things they feel they still need to work on. The SENCo also talks to pupils about their learning as part of a monitoring cycle.

Links with Other Schools

As Oak Hill C of E Primary School takes children from a variety of pre school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teachers will visit the pre-school to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to the junior school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the SENCO in the term before transfer. This will be the responsibility of the SENCO and the class teacher.

Related Policy/Links

- Data protection
- Confidentiality
- Safeguarding
- Teaching and Learning
- Equal opportunities
- Curriculum policies
- Assessment
- Accessibility Plan
- Comments and Complaints Procedures
- Local and School Offers
- School Website

GLOSSARY

ECM	Every Child Matters
EP	Educational Psychologist
IEP	Independent Education Plan
TA	Teaching Assistant
NQT	Newly Qualified Teacher
LACE	Looked After Children's Education Service
SENCO	Special Educational Needs Co-ordinator
SMART	Specific Measurable Achievable Realistic Time-based