



Special Educational Needs and Disabilities (SEND) Policy

Reviewed by	Mrs Ruby Kabir
Date	October 2018
Next Review	October 2020

Signed _____ Chair of Governors

SECTION 1

Introduction

The purpose of this policy is to maintain, promote and develop inclusion for all pupils, particularly those having been identified as having Special Educational Needs and/or Disabilities (SEND). At Oxley, we have justifiably high expectations of all our pupils and seek to provide the environment, stimulus and support for every pupil to reach his/her potential to enable them to move successfully onto future stages of their lives.

We recognise that pupils with SEND can be vulnerable and require additional levels of vigilance in ensuring they are kept safe. As stated in the school's Child Protection and Safeguarding Policy, **"Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special Educational Needs or Disability."**

At Oxley we seek to establish key principles stated within the inclusion statement in the National Curriculum (2014):

- Setting suitable challenges for all pupils, stretching the more able and planning lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils
- Responding to pupils diverse learning needs

Our Definition of Special Educational Needs and Disabilities:

A child is considered to have special educational need or disability if;

- He or she has learning difficulties that mean they find it much harder to learn than their peers and need additional help or resources in order to have equal access to the curriculum or other educational experiences.
- They have a physical disability that means that it is difficult for them to use the facilities within the school.

These difficulties may be caused by a problem with sight, hearing, speech, language and communication, a developmental delay or disorder, an emotional or behavioural difficulty, a medical or health problem or a physical disability.

Aims of the Special Educational Needs and Disabilities Policy:

- To state clearly the entitlement for pupils with SEND.
- To enable early identification of pupils with SEND either by parents/carers, school staff or outside agencies.
- To outline procedures within the school once pupils' needs have been identified.

- To promote and maintain effective communication between all those involved with pupils.
- To monitor effectively practices to assess pupils' progress and access to the curriculum, leading to positive outcomes for all pupils.
- To develop self esteem and self worth amongst all pupils.
- To raise the profile of SEND practices and their role in creating an Inclusive School.

Roles and Responsibilities of School Staff

The current SENCO is Mrs Ruby Kabir. She has acquired the National Award for SEN Co-ordination awarded by The Institute of Education in London. The SENCO also attends relevant courses to continue to develop her knowledge and understanding of SEN wherever possible. The SENCO role involves working with the Head teacher, Deputy Head Teacher, Senior Leadership Team and the Governing Body to determine the strategic development of the school's SEND policy.

The SENCO is also responsible for:

- Monitoring the day-to-day operation of the SEND Policy.
- Raising whole school awareness of SEND through regular communication with all school staff.
- Overseeing the records of all pupils with SEND.
- Liaising with, advising and supporting all staff and pupils.
- Co-ordinating provision for pupils with SEND both internally and externally.
- Liaising with parents/carers, involving them in supporting their child and in understanding the policy.
- Identifying training needs and contributing to in-service training for all staff.
- Attending cluster meetings/courses and disseminating information to school staff.
- Arranging and chairing meetings including termly parents/teacher meetings and annual reviews of EHCP's.
- Liaising with Teachers and Support Staff to:
 - ensure pupils with SEND are correctly identified and appropriate targets set for progress.
 - track the progress and achievement of pupils in order to identify groups who may be underachieving and to plan strategies to address the needs of these pupils.
- Building and maintaining links with feeder Secondary Schools and Pre-Schools.
- Provide provision for pupils who have social and emotional needs.
- Liaising where necessary with external agencies and LA officers.

Role of the Class Teacher:

ALL teachers are teachers of pupils with SEND. High quality classroom teaching is achieved through:

- Early Identification of pupil needs.

- Setting suitable and challenging expectations.
- Adopting programmes of study that meet the needs and ability of pupils, not age-related expectations.
- Seeking and taking account of the views of the pupil and parent/carer.
- Planning for the differentiation of classroom management/organisation, lesson delivery and the curriculum.
- Directing Teaching Assistants/Learning Support Assistants by identifying pupils' targets, providing lesson instructions and learning objectives.
- Keeping up to date assessments and records to demonstrate progress and attainment.
- Implementing, reviewing set targets on School SEND Support Plans, LA SEND Support Plans and EHC Plans.
- Reviewing pupil progress on a termly basis with parents at parents' evening meetings or by other arrangement where necessary and by recording the outcome of these reviews in the agreed school format.

In fulfilling these duties staff will be supported by the SENCO, Curriculum Leaders and in some cases by visiting staff from LA support services.

Governors

The Governing Body is responsible for ensuring that the SEND policy is in place and that it is implemented effectively. The SEND governor has a statutory role to play in the evaluation of the SEND provision:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that pupils with SEND are fully involved in school activities and
- Reviewing the SEND policy

Pupils

Pupils are actively involved in their learning at Oxley and they are encouraged to express their views about their SEN Support targets. Progress towards targets will be shared with pupils at termly review meetings.

Parents / Carers

At all stages of the educational process the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers. Through regular review meetings, we encourage parents to make an active contribution to their child's education.

If input from an outside agency is required, we inform and seek the consent of parents and carers. The outcome of these meetings is shared with parents, so everyone involved can work to serve the best interests of the children.

Admissions for Pupils with SEN

Oxley Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of pupil development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with Leicestershire's admission policy.

Pupils of reception (4+) age may have a SEN that has been identified by a Health Practitioner or the Pre-School placement. In this situation the SENCO and Foundation Stage Co-ordinator will liaise with these agencies to plan an appropriate level of support and transition plan to meet the child's needs.

Pupils who have been identified as having special needs after admission to the 4+ will have their needs planned for in the usual way (see assessment, identification and review).

For pupils on the SEN register entering Oxley as mid-phase admissions, information and advice will be sought from their previous school. The Educational Support Plan from their previous school will be continued where possible until their next review. At this review, the SENCO and where appropriate, parents, and class teacher will discuss what is necessary in the child's new environment and what is actually available to the child.

If a parent of a child with a statement or EHCP wishes for their child to be educated within the mainstream setting, it is the responsibility of the LA to provide a place, unless it interferes with the efficient education of other pupils.

The School Site

Our site is positioned on a split level site, resulting in some implications for accessibility for pupils with mobility needs although all entrances to the main building are all accessible from the outside. However, flexible teaching arrangements can be made for pupils to accommodate their needs.

It is intended that measures will be put into place to allow full access to all areas and activities with all other pupils wherever it is reasonably possible.

SECTION 2

Identification, Assessment and Review

At Oxley, early identification is an essential element in providing support to pupils with SEN. Regular contact is made with pre-school placements, sharing appropriate information to help put in necessary steps prior to transition. Regular open days and information evenings are also held to allow parents/carers to have the opportunity to speak to school staff directly.

At whole school level, teachers have the opportunity to discuss pupils during pupil progress meetings. They also have the opportunity to meet with the SENCO to discuss provision for those identified from these meetings. PPM's are held once per term. All staff are given time to liaise with Support Staff and the leadership team when determining which form of provision will be appropriate for the individual children.

How pupils with Special Needs are Identified and their Needs Determined and Reviewed

All pupils with SEND will be included in a detailed SEND register and / or Provision Tracker, which outlines provision across the school that is 'additional to' or 'different from' that of the well-differentiated curriculum on offer at Oxley. The provision tracker enables the school to:

- plan strategically to meet pupils' identified needs and track provision
- audit how well provision matches need
- recognise any potential gaps in provision
- demonstrate how staff are deployed
- cost provision effectively
- inform parents, external agencies or OFSTED about provision and resource deployment

At Oxley we have a ***graduated approach*** to identifying and meeting pupils' needs. At each stage of support it is the teacher's responsibility to:

- identify pupils who may have SEND AFTER quality first teaching approaches have been tried
- liaise with the Head teacher or SENCO and plan provision
- inform and involve pupils and parents
- plan tasks for support staff, if they are working with pupils with SEND
- attend review meetings

The Graduated Approach in identifying and supporting pupils with special needs.
(Based on the Special Educational Needs and Disabilities Code of Practice 2014)

Teachers at Oxley make regular assessments of progress for all pupils. They will seek to identify pupils making less than expected progress given their age and individual circumstances. This can include progress in areas other than attainment – wider development or social needs in order to make successful transition to adult life.

The first response will be Quality first teaching targeting areas of weakness through in class differentiation and focus group work. Information regarding concerns will be shared with Senior Leadership during pupil progress meetings.

Ongoing assessments will be used which will help as evidence, this includes: Rising Stars Assessment, Standardised Tests including: Access Reading Test, Graded Word Spelling Test and the Basic Number Screener, independent writing tasks and maths assessments, observations at different times of the school day, and phonics assessments.

Stage 1

Teachers feel they are still concerned? Barriers to learning emerging or evidence through assessments? Teachers at this stage begin to gather more evidence, including that from parents and put in place additional support e.g. additional time to focus on areas of weakness outside of lessons - TA/LSA support. This will be carried out over a set number of weeks with a desired outcome and focused targets. Teachers guide the intervention support led by their support staff and monitor the progress of pupils. Parents will be kept informed.

Learners in this category will have access to interventions, but time spent outside of the classroom is to be minimised. Learners may need this type of support for a variety of reasons. This does not necessarily mean that they have a SEND. For examples, pupils for whom English is an Additional Language that do **not** have other learning needs may need support, but will not be considered to have SEN.

At Oxley we have a number of structured interventions which are used to support pupils learning and help boost their progress. They provide a clear structure and have means of tracking individual children's progress which gives staff a clear overview of the impact the intervention is having on the children progress. Structured Interventions used at Oxley include:

English Support	Maths Support
Nessy Read and Spell (KS1+2) Toe by Toe (KS1+2) Success with Sentences (UKS2) Write Away Together (KS1+2)	Plus 1 (KS1) Power of 2 (KS2) Catch Up Numeracy (KS2) 3rd Space Learning (UKS2)

Stage 2

Outcome of intervention review shows possible signs of SEN? If the interventions above do not help resolve the difficulties faced by the child, it may be that there are underlying issues. Therefore, at this stage, Teachers complete an initial concern form and speak to SENCo. Information gathered, data and assessments will be considered. A School SEND Support Plan will be devised. Advice will be given on adjustments, interventions and support to be put in place with a clear date for review, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents will be involved in this process.

School SEND Support Plans are produced and reviewed termly. Staff, pupils and parents are encouraged to contribute to the review process either through meetings, or parents' evenings. Alternatively, information reviews may take place over the telephone or through written contributions. Oxley encourages parents and carers to contribute information about their child and raise any concerns they may have regarding their child's needs

The pupils at this stage will be listed on the SEN Register and will receive SEN Support that is in 'addition to' or 'different from' the already differentiated curriculum. Pupils may be involved in intervention groups lead by the Educational Intervention Teacher or TA/LSA, which will be monitored by the Class Teacher and overseen by the SENCO. Further assessments, if needed will be arranged by SENCo (Hearing and Vision tests requested if necessary). EP involvement.

Stage 3

Where necessary a referral will be made, so we can access Specialised Support/Health Services or Family Services. This may lead to a diagnosis of a special need, through which further support will be offered on how to best support this child. Teachers will be required to read and understand any specialist reports/statements/SEN support plans and implement the strategies and approaches suggested, monitoring the progress. The SENCo will monitor this termly. Any CPD arising from this that will benefit the teachers/support staff will be arranged.

EHCP's

Pupils with Education and Health Care Plans (EHCP) will have access to all of the arrangements for pupils on the SEN Register, but will require additional support. This plan of support will be outlined in the EHCP, with a focus on the outcomes of support and interventions. In addition to the above, EHCPs will be reviewed termly with parents, the Headteacher and the SENCO.

The class teacher remains responsible for working with the child on a daily basis even if the child receives 1:1 support or group support away from the class.

Resources and facilities at Oxley

Staff have experience/expertise in integrating pupils into normal practice and in providing special learning programmes for pupils with SEND. This provision may be in the form of extra input through the TA/LSA or Educational Interventions Teacher. We also have a range of resources including, sensory toys, books, learning aids (reading rulers, move and sit cushions etc.), and access to ICT equipment such as tablets, chrome books, smart tables and more.

To facilitate access to disabled pupils the following modifications have been made:

- Wheelchair access to the junior classrooms via a path at the side of the building.
- A toilet and washing facilities designed to meet the needs of adults and pupils with physical disabilities, including wheelchair users.

Arrangements for considering complaints about Special Education from parents of children with SEND.

Parents are encouraged to discuss concerns with the school. These should be raised initially with the class teacher and/or the SENCO. The class teacher and/or SENCO will try their best to resolve the problem through discussion, however if this does not happen, parents may raise their concerns with the Head Teacher. The Governing body will be the next step if matters are still unresolved or parents may seek advice from the parent partnership (parent-partnership-service@leics.gov.uk)

These arrangements are specific to concerns about the Special Education and do not encompass wider issues such as the general conduct of the school or the National Curriculum.

Links with other Schools

Communication is established with all schools in the area via the Shepshed schools partnership to ensure that information regarding pupils can be shared effectively. Where appropriate, SENCO's from prospective schools may make personal contact to discuss any arrangements that may need to be made.

Links are made with Shepshed High School, where most pupils transfer to at the end of Year 5. Children with Statements will have their Annual Review in the Autumn term of Year 5 so that transition can be planned for the Summer Term. The SENCO from the high school will attend this meeting. In the Summer Term, Year 5 pupils visit Shepshed High School for 3 days as part of their Induction programme. Prior to this the SENCO/Year 5 teacher will liaise with the High School SENCO to discuss the needs and relevant difficulties of pupils with SEN due to transfer. The pupil's SEN records are sent in good time so that the SENCO at the High School can familiarise with the child's needs before the pupil begins attending in the Autumn Term.

Where relevant, information relations to discussions between Oxley staff and outside agencies remain within the pupil SEN file within school. These are shared with parents wherever appropriate and information is kept confidential.

Staffing as at Summer 2015:

Head Teacher

Jason Gilman

SENCO

Ruby Kabir

Educational Intervention Teacher

Daryl Morris

Family Outreach Worker

Nicola Robe

School Nurse

Anne Yafai