



Madley Brook CP School

Special Educational Needs and Disabilities (SEND) Policy

Introduction

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or otherwise different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if s/he has a learning difficulty that requires special educational provision to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or has a disability that makes it hard for him or her to access facilities within the School.

Madley Brook CP School strives to engender a sense of community and belonging through its inclusive ethos, broad and balanced curriculum for all pupils, systems for early identification of barriers to learning and participation and high expectations and suitable targets for all children.

Further guidance for staff and parents/carers is available on request from the School's Special Educational Needs Coordinator (SENCo).

This policy has been revised for the implementation of The Children and Families Act (September 2014).

Aims and objectives

The Governors and staff of Madley Brook CP School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We strive to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all pupils whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all pupils experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

Roles, Responsibilities and Partnerships

Provision for pupils with special educational needs is a matter for the school as a whole.

(a) Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or

disability (SEND). They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements. The Governors will appoint a member with responsibility for SEND. This person will take a particular interest in and closely monitor the provision for children with special needs and implementation of the policy within the school.

(b) Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and works closely with the Special Educational Needs Coordinator (SENCo). In addition, the Headteacher has responsibility for monitoring and reporting to Governors about the implementation of the School's SEND policy. Reports to parents and carers on SEND policy and related issues will be made through the school website, prospectus and information letters where appropriate.

(c) SENCo

The Special Educational Needs Coordinator (SENCo) has responsibility for the day-to-day operation and management of the school's SEND policy and for coordinating provision for children with special educational needs. The SENCo works closely with all staff, including the Headteacher.

She is responsible for:

- ensuring the involvement of, and liaising with parents/carers of pupils with SEND
- helping to identify children with special educational needs, assessing and planning for progress
- advising on a graduated approach to providing SEN support
- maintaining the school's special needs register
- acting as Designated Teacher for Looked After Children, including those with SEN.
- attending Pupil Progress meetings with class teachers and the head teacher
- liaising with other settings, and independent or voluntary bodies
- being a key point of contact with external agencies, including educational psychologists, health and care professionals
- keeping up to date with current practice through attendance at relevant training and briefings, and subsequently keeping staff informed through staff meetings and school communication.
- contributing to and arranging in-service training for staff
- supporting teachers with arranging and recording review meetings
- liaising with potential and next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- regularly liaising with the Governor responsible for SEND.

The SENCo works closely with the Assistant SENCo / Home School Link Worker .

(d) Class teachers

Class teachers are responsible for working with children on a daily basis and closely monitor pupils involved in interventions away from the main class. They also:

- Consult with the SENCo regarding concerns over pupil's learning and progress.
- Assess the appropriateness of SEND support using OCC SEN Guidance materials (2014).
- Identify, assess and provide for pupils' special educational needs, monitor and record progress and participate in regular review meetings with parents/carers, three times a year.
- Prepare, implement and review Pupil Profiles in consultation with parents/carers, pupils and SENCo
- Contribute to Statement and Education Health Care Plan reviews

- Familiarise themselves with the SEND policy and procedure
- Include pupils with SEND as fully as possible in all classroom activities, differentiated appropriately to their needs.
- Have high, realistic expectations for all pupils
- Ensure that all staff and volunteers working with pupils with additional needs are kept informed fully about specific needs

(e) Teaching Assistants

Teaching Assistants (TAs) work closely with Teachers and are responsible for running small group and individual interventions, and keeping registers and tracking sheets.

(f) Lunchtime Supervisors

Lunchtime Supervisors may be given information relating to the supervision of pupils at lunchtime with regard to behaviour management strategies or other relevant additional needs.

(g) Pupils

All pupils are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. Pupils are involved in setting and evaluating their targeted outcomes in their Pupil Profiles and may attend review meetings as appropriate, and be part of the evaluation of their successes and needs. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

(h) Parents and Carers

We believe that communication between parents/carers and school is essential in enabling children with special educational needs to achieve their potential. Under the new SEND Code of Practice (2014), there is a greater emphasis on a family-centred approach to the provision of pupils with special educational needs and disabilities, encouraging more involvement of parents and carers. In School, there is opportunity for parents/carers to discuss their child's needs, progress and strengths at Parent-Teacher Interviews and SEND Review meetings. In addition, they are also welcome to discuss any concerns about their child with the class teacher, at a mutually agreed time. Parents/carers are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Parents/carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. SEND information is available to parents from Oxfordshire County Council and can be obtained through the Oxfordshire Parent Partnership Service on 01865 810541 or via the website www.oxfordshire.gov.uk/parentpartnership.

Parents/carers have right of access to records concerning their child.

Co-ordinating and Managing Provision

The Headteacher and SENCo meet frequently to discuss SEN issues.

SEND policy and provision is a standing item on Senior Leadership and Staff meeting agendas. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with Teaching Assistants (TA) to review progress and give advice, and helps to monitor the deployment of TA support throughout the school. This is dependent on the Special Needs requirements and this deployment may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents and carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents/carers, and pupils with Statements or Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents/carers need extra support, staff would refer them to the SENCo. If the need arises, the Early Health Assessment process would commence to identify areas for change and engage support from other professionals.

Identification, assessment and review

The progress of all pupils is assessed at regular intervals by class teachers as part of the school's tracking process. Where progress is not as expected, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. Criteria for identifying SEND may include:

- A child's early history and/or parental/carer's concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo meets with the Headteacher and class teachers four times a year at Pupil progress meetings. Pupils who are not making expected progress are highlighted, and suggested next steps are discussed. This might include observations of the pupil in lessons by the SENCo, or specific, additional and time-limited support to accelerate their progress to enable them to work at or above age-related expectations, known as Wave 2 interventions.

If after an agreed period of time, the pupil is still not making expected progress and/or attainment remains significantly below age related expectations, provision that is additional to or different from that provided by the normal differentiated curriculum is considered. An individual Pupil Profile is drawn up, in consultation with parents/carers, the pupil and the class teacher and Teaching Assistant. This will initiate progression of the child onto the School's Special Needs Register.

The Special Needs Register is kept as a legal requirement. Pupils' names will be added to this register as soon as they have been identified as having a special educational need. However, if a pupil with additional targeted support makes greater than expected progress, and continues to sustain this, his/her name may be removed from the register if s/he no longer needs extra help.

School uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a pupil has a special educational need
- How we assess pupils and plan for their special educational needs and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each pupil's needs
- How we review progress and agree outcomes and involve parents/carers and pupils in decision-making processes.

This Local Authority (LA) SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping.

When a child is identified as needing SEN support, School employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The SENCo and the class teacher, together with the pupil and parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Some pupils may have a greater level of need and may require considerable additional support. Provision may include the involvement of specialist support, usually from an outside agency. This may involve more specialised assessments and/or pupil observations. Where, despite the school providing SEN support, a child has not made expected progress, school and parents/carers may consider requesting an Education, Health and Care (EHC) assessment by the LA . The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of pupils with SEN support are held three times a year and led by the class teacher. They provide an opportunity for parents/cares to share their concerns and, together with the child and teacher, agree aspirations and outcomes for the pupil.

Reviews of pupils with an EHC Plan (or Statement) are led by the SENCo once a year, and are attended by parents/carers, class teacher and support staff, and all professionals working with the child are invited. An SEN Officer from the LA may also be present.

Categories of Special Educational Need

The SEND Code of Practice (2014) recognises that pupils' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. We have regard for the statutory guidance “Supporting Pupils at School with Medical Conditions” (DfE, 2014).

Allocation of resources

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

As part of normal budget planning, we have a strategic approach to using resources to support the progress of pupils with SEND. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

Staff development

We are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at LA meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school’s policy and SEND procedures are detailed in the Staff Handbook.

Links with other agencies, organisations and support services

We access the expertise of a wide range of support services. These support services are consulted with the full agreement of parents/carers. For assessment and advice from most of these services a request form must be completed first, then additional information may be required e.g. the service’s own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services. Specialist support services include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Special Educational Needs Support Services (SENS), who support pupils with communication and language needs, sensory and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Primary Child and Adolescent Mental Health Service (PCAMHS)
- Oxfordshire Schools Inclusion Team (OXSiT)
- Locality and Community Support Service (LCSS)
- School Nurse

We also work with other services and organisations that are involved with a family, with the family's permission. We always discuss the involvement of specialist SEN services with parents/carers first.

Admission arrangements

We strive to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. Admission arrangements for pupils with SEND do not differ from those applying to other pupils. We request that parents/carers inform the school of any known special educational needs, so that the appropriate level of support can be put in place. The previous school and support agencies are contacted should this be appropriate.

Transfer arrangements

The SENCo, class teachers and Headteacher liaise over the transfer of pupils with SEND to other schools within the Local Authority. Pupils visit their new school before transfer, and meetings are arranged between SENCos and class teachers of current and receiving schools to share relevant records and information.

All Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. However, for more vulnerable pupils including those with SEND, additional visits are arranged. Representatives from the Secondary Schools visit to talk with the children. The SENCos from both schools liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

Specialisms and special facilities

The school has access for wheelchairs. Suitable toilet facilities are available. Other facilities in the school include a hydrotherapy pool, ball pool and sensory room. All classrooms are well-equipped with resources which enable curriculum access for all pupils. Additional resources, specifically for pupils with SEN are held centrally and can be accessed by all staff, as well as assessment and intervention materials.

The SENCo has achieved the National Award for SEN Coordination (NASENCO). Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

Complaints procedure

If a parent/carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. Meetings can be arranged, on request, to include the Headteacher and/or SENCo, to discuss the concern. The School has a Complaints Policy which is available on request.

Evaluating success

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The impact and success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo, Head teacher and subject leaders through Learning Walks and Lesson observations
- Data Analysis by staff and governors
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- SEND review meetings with teachers and parents/carers
- Monitoring the quality of Pupil Profiles
- The School Improvement Plan/ School self-evaluation

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.