

OAKFIELD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS (SENDD) POLICY

This policy complies with the statutory requirement laid out in the SENDD Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SENDD Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

SECTION 1: SENDD IN OUR SCHOOL

SENDCO- Mrs Rebecca Courcoux

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Currently studying the National Award for SEND (NASENDCo award)

Mrs Courcoux is a teacher at the school and a member of the Senior Leadership Team (SLT).

PRINCIPLES:

We believe that:

- Every teacher is a teacher of every child or young person including those with SEND.
- A child with Special Educational Needs (SEND) should have their needs met. The Special Educational Needs of the child will, if at all possible, be met in mainstream school.
- We believe that the views of the child should be sought and taken into account
- Parents have a vital role in supporting their children's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum

The Governing Body in our school will ensure that:

- They are fully involved in developing and monitoring the School's SEND policy.
- That all governors, especially SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- That SEND provision is an integral part of the School Improvement Plan.
- That the quality of SEND provision is continually monitored.

This policy was developed as a result of discussions with staff, governors, parents and families. It reflects the SENDD Code of Practice, 0-25 guidance.

SECTION 2: OUR VISION

Our aim

Our aim for children with special educational needs and disabilities is the same as for all children and young people- that they achieve well in their early years, at school and go on to lead happy and fulfilled lives.

Our objectives to achieve our aim:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To ensure all children receive quality first teaching to help them learn.
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the staff and parents to support the children with SEND.
5. To make full use of outside agency support to ensure all children with SEND have their needs met by experienced trained staff.
6. To track the progress of pupils with SEND in order to inform the success of the SEND Policy and Provision.
7. To allocate the SEND budget according to the complexity of need.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (SEND Code of Practice, 2014 p15-16)*

In line with the SEND Code of Practice 2014 we recognise that there are 4 broad categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- SENDsory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take, not to fit a child into a category. At our school we identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also acknowledge what is not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The level of support allocated to children with SEND is determined by the gradual approach to assessment and action, and the pupil needs as identified on the LA audit criteria. Funding is determined by the annual SEND audit, statement funds, if any and an element from the staffing budget allocation. The school has a clear budget identified yearly by the LEA for additional SEND funding.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

- 1) We feel that early identification of SEND is of paramount importance and that once identified suitable provision will be made and put into place as soon as possible. We follow a graduated response to assessing, identifying and planning provision related to the needs of the child, as identified in the SEND Code of Practice, 2014.

Initially the class teacher will identify the child's special educational needs and will instigate measures to support the child within the classroom. They will consult with parents, who are welcome into the school at any time to discuss concerns.

- 2) Our assessment process focuses on the child's learning characteristics; the learning environment that the school (we) are providing; the task and the teaching style.
- 3) The systems we use to identify are:
 - Progress against Age Related Expectations (ARE) and Foundation Stage Early Learning Goals (ELG)
 - Standardised tests
 - Individual diagnostic assessment
 - Behaviour tracking
- 4) The action we take will be in a graduated response to need and may involve one or more of the following strands:
 - Assess, Plan, Do, Review
 - Grouping for teaching purposes
 - Additional human resources
 - Curriculum and teaching methods
 - Intervention Strategies

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

The trigger for intervention is closely linked to the Hampshire guidance on identifying children for SEND support and current rates of progress being inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum

- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

We will then intervene and the child will be identified as needing SEND support. This will involve action that is additional to and different from the normal classroom differentiation.

In our school the range of additional support may involve:

- Increased contact between class teacher and SENDCO
- Discussion with families (including IPAs or Early Help Hub- when appropriate).
- Forming of an IEP which will include
 - The short term targets set for or by the child
 - The teaching strategies to be used
 - The provision to be put in place
 - When the plan is to be reviewed
 - Success criteria
 - Outcomes to be recorded when IEP is reviewed
- Discussion/advice from outside agencies
- Use of in class support (targeted)
- Use of small group support by a Learning Support Assistant (targeted)
- Individualised programmes/interventions
- External support services to advise on fresh targets and new strategies
- Using the support services (see Appendix 2) in line with the agreed protocol

If, despite receiving an individualised programme and/or concentrated support, the child is not making adequate progress, the school will increase the range of interventions and monitoring. External agencies will be accessed and when appropriate referrals will be made for outreach support. Parents will be involved in these referrals.

Whatever additional support is put in place for a child, it is the teachers that are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

For each child who is showing signs of needing SEND support the school follows the guidelines of the ASSESS – PLAN - DO – REVIEW cycle to see how best to support their needs. There is a close liaison with parents and communication with the child to ensure the best strategies can be put in place to meet their individual needs.

Quality First Teaching/ High Quality Inclusive Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support through additional interventions and support.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Children exit the SEND register when they have shown accelerated progress and have narrowed the gap of attainment between themselves and their peers/ national expectation. Each year the attainment levels of children are analysed in light of the Hampshire guidance for children at SEND support and where necessary children are removed/ included on the SEND register.

Just because a child comes off the SEND register it does not mean that their progress will not be carefully monitored by the class teacher. Every term the class teacher will discuss the progress of the children in her class at a pupil progress meeting (PPM).

SECTION 7: SUPPORTING PUPILS AND FAMILIES

As expected by Hampshire County Council we have provided a school Information report/ LA local offer. A link to this can be found on our website or a copy can be requested through school.

Further information about EHC Plans can be found via the SEND Local Offer:

http://www.hantslocaloffer.info/en/Main_Page

or by speaking to one of the county SEND team on :

01962 847480

or by contacting Support for SEND Service on:
01962 845870

Admission arrangements

Please refer to the information contained in our current school admissions policy that is available on the school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See the Supporting Children at School with Medical Needs policy.

SECTION 9: MONITORING AND EVALUATION OF SEND

Measuring Impact

There are regular meetings in school with staff members when children with SEND are discussed. These include regular meetings between the class teacher and headteacher and assessment manager about academic progress. Regular meetings take place with the LSAs supporting the SEND children and the SENDCo.

Each half term the intervention programs being run are evaluated and where possible numerical progress is recorded. Where the intervention programs do not allow for such measurable progress to be seen, discussions happen about each child and recorded work from the sessions are reflected on.

Impact can also be seen through the achievement of IEP targets and for academic subjects by the completion of literacy and numeracy targets. The governing body has an allocated SEND governor whose role is to evaluate the provision for SEND and look at the impact of what is being put in place to support them. The SEND governor comes in regularly to work with the SENDCo.

SECTION 10: TRAINING AND RESOURCES

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCO, with the SENDior leadership team, ensures that training opportunities are matched to School Improvement Priorities.

SECTION 11: ROLES AND RESPONSIBILITIES

The Headteacher and designated governor will have overall responsibility for the implementation of the whole school SEND policy with regard to the SEND Code of Practice (2014)

The SEND Coordinator has overall responsibility for the day-to-day operation of the school's SEND policy including:

- Monitoring the Teaching and Learning for the children with SEND.
- Maintaining a register of children with SEND.
- Maintaining a provision map showing intervention strategies used across the school.
- Evaluating the effectiveness of the provision through tracking, target setting and assessing data.
- Delegating the SEND funding
- Reporting to Governors.
- Chairing and managing Annual Reviews.
- Performance managing the LSA's.

The SENDCO will support the Head, designated governor and the staff and particularly the Learning Support Assistants.

The management team to help implement SEND procedures in the school will be:

Mrs G Kynaston and Mrs D Lawry - Interim Headteachers

Mrs S Deverill- West - Governor

All teaching staff within the school recognise that they are teachers of children with SEND. They develop confidence and self-esteem in these children and allocate support for them within available resources as their needs are identified.

SECTION 12: DEALING WITH COMPLAINTS

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

SECTION 13: ACCESSIBILITY

Refer to our school accessibility policy to see how our school is increasing and promoting access for disabled pupils to the school curriculum. This policy covers the physical environment of the school, participation in after-school clubs, leisure and cultural activities or school visits and how the school is working to remove barriers for learning for any children.

Agreed October 2017
Review October 2018