



## OXLEY PARK ACADEMY SPECIAL EDUCATIONAL NEEDS POLICY

### **Safeguarding Statement**

At Oxley Park Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at Oxley Park Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **Introduction**

This SEN policy details how Oxley Park Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The Code starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our fundamental principles are that

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.

### **Philosophy**

The overall policy within our School reflects the high expectations we have of all our children. We ensure that all children with Special Educational Needs, whether less able or gifted, received their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

### **Definition**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means

1. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
2. For children under two, educational provision of any kind.

### **Aims**

Our School is an inclusive school at which we aim:

1. To provide a whole school response to special educational needs within the overall ethos of the school.
2. To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils' self esteem.
3. To encourage parental co-operation and involvement and to keep parents informed at every stage.
4. To seek the views of the child where possible regarding plans and targets.
5. To provide a positive and active approach from all the school staff to ensure that children feel valued.
6. To endeavour to give maximum equal opportunity for gaining access to the curriculum at the appropriate level of learning.

### **Objectives**

1. To set achievable targets – however small – thereby promoting self esteem and a positive attitude to learning
2. To employ a variety of resources and teaching strategies to enable differentiation in the approach to the National Curriculum.
3. To work in partnership with parents and pupils.
4. To make all staff aware of the range of external agencies available to support children.
5. To make all staff aware of the need for a whole school response to Special Educational Needs.

### **Admission Arrangements**

We aim to admit all children to the school and to integrate them fully into the life of the school ensuring that they have access to a broad and balanced curriculum.

### **Role of the Class Teacher**

1. To identify children who are experiencing difficulty (refer to 'definition' section).
2. To differentiate within the classroom and to provide appropriate opportunities and resources.
3. To monitor and record the progress of the child as an ongoing process.
4. To inform parents of areas of concern and to seek support from parents.
5. At this early stage of identification, to liaise with the Personalisation manager to register children with SEN needs.  
"The key test of the need for action is evidence that current rates of progress are inadequate and where ... it will be necessary to take some additional or different action to enable the pupil to learn more effectively."

Following consultation between personalisation manager class teacher and parents, an IEP will be written and will record strategies employed to enable the child to progress.

1. The class teacher will organise and differentiate the child's work and will keep records of this process for assessment by external agencies should the child need further support.
2. For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role.
3. As new members of staff join the school they are advised about the special needs arrangements and their responsibility towards the implementation of the policy.

### **Role of the PERSONALISATION MANAGER**

The SEN Co-ordinator, with the support of the Headteacher, Deputy Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements, and by setting targets for improvement. The personalisation manager should collaborate with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

The responsibilities may include:

1. Overseeing the day-to-day operation of the school's SEN policy
2. Co-ordinating provision for children with special educational needs
3. Liaising with and advising fellow teachers
4. Managing learning support assistants
5. Overseeing records of all children with special educational needs
6. Liaising with parents of children with special educational needs
7. Contributing to the in-service training of staff
8. Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies

### **Role of the Headteacher**

1. To familiarise herself with SEN registers and the arrangements that have been made
2. To monitor teaching arrangements made for SEN children and the work of teaching assistants supporting SEN children
3. To advise LEA when a formal assessment may be necessary

### **Role of the Governors**

The governing body must:

1. Nominate a governor with specific responsibility for Special Educational Needs
2. Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
3. To ensure that, where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
4. Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
5. Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
6. Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
7. Report to parents on the implementation of the school's policy for pupils with special educational needs
8. Have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs (See Section 317, Education Act 1996)

9. Ensure that parents are notified of a decision by the school that SEN provision is being made for their child (See Section 313, Education Act 1996)

### **Role of the Parents**

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success. Parents can contact the Personalisation manager directly when necessary and are fully encouraged to do so. Parents are encouraged to give their support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude

### **Role of the Child**

Children are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude.

### **Identification and Assessment**

Class teachers use observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing a differentiated curriculum. The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special need this information will be transferred through Early Years Action from the Early Years setting and the personalisation manager and the child's class teacher will use this information to:

1. Provide starting points for the development of an appropriate curriculum
2. Identify and focus attention on action to support the child within the class
3. Use the assessment processes to identify any learning difficulties
4. Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
5. Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. When there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The personalisation manager will have responsibility for ensuring that the records are kept and available as needed. If a child is referred for a statutory assessment, the school must provide the LEA with a record of work carried out with the child including the arrangements we have already made.

## **Recording**

### **SEN needs**

When a class teacher or the personalisation manager identifies a child with special educational needs, the class teacher will provide interventions that are additional to/from those provided as part of the school's usual differentiated curriculum. This will be called SEN needs. The triggers for intervention through SEN needs will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities

1. Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
2. Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
3. Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
4. Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
5. Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health and social services may already be involved with the child. Where these professionals have not already been working with the school staff, the personalisation manager may contact them if the parents agree. The personalisation manager will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The personalisation manager and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child (SMART targets)
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **External services**

A request for support from external services is likely to follow a decision taken by the personalisation manager and colleagues, in consultation with parents, at a review of the child's IEP. External support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for external services support will be that, despite receiving individualised support under SEN needs, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### ***School request for an Educational Health Care plan***

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

### **Statutory Assessment of Special Educational Needs/Educational Health Care Plan**

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupils' learning difficulties and the nature of the provision necessary to meet the child's special educational needs is such to require the LEA to determine the child's special educational needs provision through a statement.

A statement of special educational needs will include:

- The pupil's name, address and date of birth
- Details of all the pupil's special needs
- The special educational provision necessary to meet the pupil's special educational needs
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with statements of special educational needs will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

### **Annual review of a statement of special educational needs**

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **Curriculum entitlement and integration**

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation.

Children who receive support are either taught within the class situation or are withdrawn for intensive support individually or in small groups.

If children are receiving TA support the TA's liaise very closely with the class teacher and personalisation manager. At all times children are taught and integrate into the main body of the school.

### **Criteria for success**

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children
- Accurate records of identified pupils on the register
- IEPs which are realistic and well defined
- The children do not perceive themselves to be 'different' or 'failing'. Work must be based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

**Reviewed: Autumn 2014**

**Review cycle: Annual**

**Next review: Autumn 2015**