

## ***Oak Green School – Special Needs Policy***

October 2019

### ***School Arrangements:***

#### ***General Statement***

At Oak Green School we believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

#### ***Definition of Special Educational Needs and Disability (SEND)***

##### **Special Educational needs (SEN)**

- xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
  
- xiv. 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
  
- xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
  
- xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

1 Extracted from [Special educational needs and disability code of practice: 0 to 25 years \(July 2014\): Introduction](#)

The key test of the need for action is evidence that current rates of progress are inadequate despite receiving an inclusive curriculum as described in the National Curriculum Inclusion Section. An inclusive curriculum

- sets suitable learning challenges.
- responds to pupils' diverse needs.
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

See National Curriculum (July 2013) Section 4 Inclusion

## *Aims*

The school aims to create a secure environment and positive atmosphere in which:

- all pupils can achieve success and grow in self-esteem.
- all pupils can develop their strengths, skills and personalities.
- all pupils are encouraged towards becoming independent learners.
- teaching is presented in a challenging and enjoyable way.

## *Objectives*

At Oak Green School we aim:

- To ensure the implementation of Government and Local Authority (LA) SEN recommendations.
- Ensure any discrimination or prejudice is eradicated.
- To meet the individual needs of all children by identifying, assessing, recording and regularly reviewing the pupil's progress and needs.
- To identify special needs as early as possible.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To provide appropriate resources – human and material – and to ensure their maximum and proper use and effectiveness.
- To enable and encourage pupils to participate in setting their own targets and to share responsibility for achieving them.
- To enable and encourage parents to fully participate in the decision making processes and to play an active and valued role in their children's education.
- To provide effective and stimulating learning experiences for all children and to communicate them to children, parents and staff.
- To recognise, value and celebrate pupils' achievements.
- To work collaboratively with other professionals and support services including the Educational Psychology Service
- To operate a graduated response model of SEND provision. The first stage being based in school and bringing specialist expertise to bear, including external support services. At the final stage, the LA shares responsibility with the school.
- To guide and support all staff, parents, governors and children in special needs issues.

## *Special Resources – Additionally Resourced Provision (ARP) for Autistic Spectrum Disorders (ASD)*

Oak Green School has an ARP department for pupils with Autistic Spectrum Disorder (ASD). Pupils with Education, Health and Care Plans (EHCP) indicating ASD as their primary need are placed within this specialist provision by the LA who have determined, in conjunction with parents, that a department place best meets the specific needs of the children. Pupils for

whom the LA decide will be appropriately placed in the department make at least one visit to the School in order that the child can be met in the school setting. Where possible, staff will also visit the pupil in their existing provision. The information from these visits alongside the pupil's EHCP and information from the previous school enables Oak Green to decide if the pupil meets the school's entry criteria. This information is then fed back to the LA and a final decision is made as to the suitability of the department in meeting the needs of the individual. Specialist support within the Department is aimed to develop social skills in smaller teaching groups where inclusion is not appropriate. We seek to achieve up to 80% inclusion into mainstream classes where appropriate to pupil need and capability. The ARP has its own teaching rooms (the purple and blue rooms) within the mainstream school which is well resourced with specialist materials and equipment. The ARP has a qualified teacher to support any children who are unable to access their mainstream classes. The department pupils have full and equal access to all extra-curricular activities and trips.

### ***Qualifications, Experience and Special Interests of Staff in relation to SEN***

#### **Special Educational Needs and Disability Co-ordinator (SENDCo) and ASD ARP Lead**

The SENDCo at Oak Green holds the National Award for SEND Coordination. They work at Oak Green School in the role of SENDCo and along with the ARP teacher oversees the education and well-being of the children placed in the ARP.

### ***Roles and Responsibilities***

Provision for pupils with SEND is the responsibility of the WHOLE school.

#### ***SEND Governor***

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the 'responsible person', the head teacher or the appropriate governor, has been informed by the L.A. that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the L.A. 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.
- 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 reasonable, 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.
- Report annually to parents on the implementation of the school's policy for pupils with special educational needs. See *Section 317 Education Act 1996*
- Have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. See *Section 313 Education Act 1996*

- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child. See Section 317A Education Act 1996

The governing body should also make sure that:

- It is fully involved in developing and monitoring the school's SEND policy.
- All governors, especially the SEND governor, are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school improvement plan.
- The quality of SEND provision is continually monitored.
- Information about the implementation of the governing body's or the proprietor's policy for pupils with SEN must be published on their website. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (See Code of Practice 6.79)

### *The Head Teacher*

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The Head Teacher has the responsibility for the day to day management of all aspects of the school's work including provision for children with SEND. In regard to SEND the responsibility includes:

- Ensuring the policy is fully implemented.
- Regularly reviewing and monitoring classroom practice.
- Keeping the governing body fully informed, including advising them of the resources allocated to SEND within the overall financial structure of the school.
- Convening annual reviews for all children with EHCP's of SEND and providing the LA with a report of the meeting.
- Writing educational advice for submission to the LA during the assessment process for an EHCP of SEN.
- Overseeing arrangements for secondary transfer.

### *The Special Educational Needs and Disability Co-ordinator (SENDCo)*

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The responsibilities of the role include:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with class teachers to devise and implement suitable targets for individual pupils or groups of pupils and reviewing them at least three times per year.
- Liaising with and advising LSAs working with groups or individuals on specific targets.
- Liaising with parents through informal meetings and Open Evenings.
- Liaising with, and organising the timetables of, external agencies e.g. Educational Psychologists.

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Maintaining appropriate individual and whole school records.
- Contributing to the in-service training of staff.
- Arranging the annual reviews of children with EHCPs of Special Educational Needs in conjunction with the Head Teacher.
- Co-ordinating review meetings involving parents and/or external agencies.
- Keeping the Head Teacher fully informed about pupils with special needs and liaising over appropriate action.

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### ***Head of the ASD ARP***

The responsibilities of the role include:

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils in the ARP.
- To enable pupils with EHCPs to take part in the everyday life of the school by supporting them in both the integrated setting of their class groups and in small withdrawn groups for specific teaching.
- To plan individual educational programmes for the ARP pupils, setting meaningful short term objectives in programmes which are regularly reviewed to check the progress made and the appropriateness of the tasks.
- To liaise with parents on their child's progress. This may be through parent/teacher meetings at school, telephone conversations, letters, home visits or the regular use of a Home/school Diary.
- To review the progress of every pupil with an EHCP in the ARP annually. The format and information in the Annual Review should follow the LA's guidelines. The views of all teachers and support staff having input in the pupil's educational programme should be collated and the appropriate assessments should take place.
- To advise the head teacher when Annual Reviews are due and when required. To conduct the Reviews and take responsibility for the Annual Review Reports.
- To liaise with other professional bodies to ensure a multi-disciplinary approach to the needs of the pupils
- To liaise with relevant stakeholders to support transition
- To supervise the work of the Specialist Support Assistants

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### ***Specialist Support Assistants (within the ASD ARP)***

- To work closely with the teacher in the ARP in carrying out each EHCP pupil's individual education programme
- To work closely with the pupil's class teacher when the pupil is integrated in the class group, to give him or her full access to the curriculum and to enable the pupil to achieve success.
- To help modify materials or differentiate activities when this is necessary for the pupil to access the curriculum.
- To record their views of the pupil's progress socially and academically so that these may be included in the pupil's Annual Review of their EHCP.

## *Class Teachers*

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“Teachers 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.”

Code of Practice 6:36

“All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

Code of Practice 6:12

In relation to special needs, class teachers’ responsibilities include:

- Early identification of a child not progressing satisfactorily despite the teaching styles having been differentiated. Identification will usually be by a combination of,
  - a) the class teacher’s observations and knowledge of an individual child’s strengths and weaknesses, and
  - b) the results of the school’s target setting and assessment procedures.
- Liaising with the SENDCo to decide on the necessary action.
- Devising suitable outcomes and strategies in conjunction with the SENDCo
- Liaising with the SENDCo and LSAs to plan, deliver and assess group or individualised programmes.
- Informing parents of the concerns, collecting their views and involving them in their child’s targets.
- Involving the child in:
  - a) devising and reviewing suitable outcomes.
  - b) taking shared responsibility for achieving these outcomes.
- Liaising with external agencies, as and when appropriate, to devise specific outcomes and receive advice on delivering appropriate strategies.
- Celebrating and rewarding achievement.
- Providing a secure class environment.

## *Learning Support Assistants (LSAs)*

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At Oak Green we recognize the important role that LSAs have in providing support to both pupils and teachers.

In relation to special needs LSAs responsibilities include:

*a) if supporting pupils at SEN Support*

- Liaising with class teachers to discuss lesson plans, specific group or individual activities or programmes etc. (time is allotted for this in assembly times).
- Constructively helping children to participate in activities by adapting and/or interpreting lessons and instructions appropriately.
- Preparing resources and materials.
- Assisting with the implementation of specific learning, behavioural modification and therapy programmes.

- Keeping records of progress towards outcomes.
- Liaising with the class teacher and SENDCo to assess progress against outcomes and programmes.
- Participating in appropriate INSET training and staff meetings.

b) if supporting a child with an Education and Health Care Plan there may be further responsibilities including:

- Liaising with external specialists, e.g. Speech and Language Therapists.

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### *Parent Partnership*

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The members of staff at Oak Green School are committed to working in partnership with parents in order to enable children with SEND to achieve their potential. Members of staff value the contribution parents can make through their knowledge and experience of their child and by the critical role they play in their child's education.

Aspects of parent partnership include:

- The class teacher will talk to a child's parent as soon as there are concerns about the child's progress.
- The class teacher will involve the parent in the decision-making process from the outset.
- The class teacher will keep the parent involved in the school based response.
- The SENDCo is in school full-time and it is usually possible to make an appointment to see her by speaking to the office staff.
- Parents are encouraged to pass on any information, however trivial it may seem, that may be affecting their child's progress at school.
- Parents are encouraged to support their child's progress towards achieving their outcomes at home.
- The SENDCo will give parents information about the Bucks Parent Partnership service when appropriate. (see below)
- The SENDCo will pass on to parents details of any voluntary organisations, meetings or opportunities, that she is aware of, that may be pertinent to their child's needs.
- If parents wish to meet or make contact with a member of an external agency, who is involved with their child, the SENDCo will either organise this or pass on details so that contact can be made.
- If parents have a concern or complaint regarding some aspect of their child's special needs they are advised to speak to the class teacher first. If concerns persist they are advised to make an appointment with the SENDCo or the Head Teacher. If concerns continue to persist the parents can contact the Parent Partnership Helpline for support and advice. Official complaints can be made through the school's complaints procedure, details of which can be requested from the school office, and/or parents can contact the school's attached advisor.

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### *Local Offer*

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**Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)**

Buckinghamshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known

as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit:  
[www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

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### ***Buckinghamshire SEND Information, Advice and Support Service (formally Parent Partnership)***

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Parent Partnership provides impartial information, advice and support to parents and carers of children with special educational needs - i.e. parents of children who are receiving additional support in school or early years settings, parents who have a child that is going through Statutory Assessment or who already has an EHCP. For further information about this service, please visit:

<http://www.bucksfamilyinfo.org/SIAS>

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### ***Pupil Participation***

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Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

See Articles 12 & 13, The United Nations Convention on the Rights of the Child

However there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support".

*The Children Act 1989 Guidance & Regulations*

*Vol. 6 Children with Disabilities (1991)*

Oak Green School is committed to involving all children in decision-making processes as and when appropriate. Children are involved in the process of setting and reviewing the outcomes identified on their provision maps.

Children who receive support from external agencies may be invited to attend and share their views at Review meetings with parents and those agencies.

Children with EHCPs receive a personal invitation to some or all of their Annual Review meeting to express their views on progress made and new outcomes needed. Where it is in the best interests of the child, annual reviews will be conducted as person-centred reviews.

During such meetings the chairperson should:

- Make sure the child is given time to think about what they want to say.
- Check that the child is satisfied that their questions have been answered.
- Give the child the opportunity to ask further questions.
- Sum up the main points of the meeting clearly and in a way the child understands.
- If a child feels unable to attend such a meeting he or she is asked to give their parents his or her views to pass on.

- However if a child chooses to express him or herself, the staff at Oak Green are committed to listening to and valuing the views of all children.

## *Admission Arrangements*

The admission arrangements for children with SEND and without an EHCP are the same as those for all other children. Careful identification is made at the admission stage of any individual needs, ensuring continuity of support and a graduated approach. Individual Educational Programmes (IEPs) or Provision Maps will be made for any child with special educational needs. The school keeps a SEND register of all pupils receiving special needs support. This includes all children with Education and Health Care Plans and those supported at SEN Support. The register is kept up to-date.

## *Special Facilities*

The school building is accessible to wheelchair users, including toilet facilities.

## *Links with other schools*

- If a child with special needs transfers to Oak Green from another school, the SENDCo will contact that school's SENDCo to try to ensure a smooth transition for the child.
- Similarly, if a child with special needs transfers from Oak Green to another school, the SENDCo will liaise with that school and try to ensure that paperwork is transferred as quickly as possible.
- In Year 6, staff from the secondary schools are welcomed in to meet the pupils and to liaise with the class teacher.
- For a child with an EHCP a Transfer Review is held in Year 5 and parents and pupils are given support in making decisions about which secondary school to place on their preference form.
- A member of the secondary school staff is invited to the Year 6 Annual Review meeting of a child with an EHCP.

## *Identification, Assessment and Provision*

### *The Graduated Approach*

Oak Green School follows the guidance of the SEN Code of Practice 2014 – adopting a graduated approach to SEN support.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Oak Green School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a

four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

### **Plan**

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a Provision Map will be drawn up. The Class teacher, with input from the child, parent/carer and SENCo, will draw up the Provision Map which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are additional to, or different from, that which is offered through the school's differentiated curriculum. The class teacher, with support from the SENCo, and in consultation with the parents and the pupil, will be responsible for implementing the Provision Map. Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any support assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least three times each year. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

## **Education, Health & Care Plans**

If a child's rate of progress continues to demonstrate a significant cause for concern and his or her needs cannot be met via the School's usual provision, a request for a statutory assessment may be made to the Local Authority.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the Local Authority in no more than 20 weeks.

Any Education and Health Care Plan issued is specific to a particular need to meet clearly defined objectives and the LA may provide additional resources to meet these needs. The Education and Health Care Plan is reviewed annually and parents will always be involved in monitoring progress.

### **Application for 'Top Up' Funding**

In a small number of the cases, where the school feels it is unable to fully meet the special educational needs of a pupil through its own provision arrangements yet a child does *not*, as yet, meet the criteria for an EHCP, an application can be made to the LA who can provide short-term additional funding. Evidencing a case is a lengthy and intensive process requiring detailed information from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 hours (or the financial equivalent thereof) of additional support per week to qualify for Top-Up Funding.

### ***Provision for SEN includes:***

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning an inclusive school curriculum that meets the needs of individuals and groups of pupils.

Every school is required to identify and address the SEN of the pupils that they support.

Schools must:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- inform parents when they are making special educational provision for a child
- prepare and publish annually an SEN information report

(See SEN Code of Practice, section 6.2)

Oak Green's SEN information report is available on its website and on the Bucks Family Information Service.

Strategies that may be implemented include:

- LSA or SENDCO support of an individual or a group in the classroom.
- LSA or SENDCO support of an individual or group withdrawn from the classroom temporarily to follow a specific programme.
- The school uses I.C.T. to support and enhance pupils' learning when appropriate.
- The school has access to a range of specialist services, including those mentioned in the next section.

## ***Links with other Agencies, Organisations and Support Services***

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Some children with special educational needs require support from a variety of agencies. At Oak Green School we endeavour to collaborate effectively with these agencies in order to provide an integrated and 'seamless' service for each child.

### ***Educational Psychologist (EP)***

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Oak Green school may employ the use of an EP to support identify specific needs of children with SEND, especially for those children who continue to make less than expected progress even though they have received a considerable amount of extra support. The reports generated from the EP assessments can be used as evidence towards the child getting an assessment for an EHCP or to support class teachers further with knowing the best way to support the child's SEND within the classroom.

### ***Pupil Referral Unit (PRU)***

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Oak Green School maintains close links with the PRU in order to draw on the staff's expertise with children who have emotional and social difficulties.

A child may be referred to the PRU if expert help from an external agency is required to help support with emotional and social needs.

An outreach teacher may visit weekly to liaise with the class teacher and discuss with the child their behaviour during the past week. The outreach teacher may work with the pupil to devise and implement appropriate strategies and to review progress weekly.

If appropriate progress is not made a child will sometimes attend the PRU one or two days per week for up to two terms. Close liaison will be maintained between the school, the Unit and the parents, working towards the same outcomes and keeping each other informed of progress. The PRU staff will meet with parents as necessary and attend reviews with parents and other agencies as appropriate.

### ***Occupational Therapist (OT)***

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Oak Green School has a link OT who meets with the SENDCo up to 3 times a year for a discussion about any children whom the school have concerns with regards to their fine and/ or gross motor skills. The OT can meet with these children, the class teacher or the SENDCo and provide advice on how to support these needs within the classroom. Sometimes children with an EHCP may have in-school or clinic support from an Occupational Therapist and close liaison is maintained by the SENDCo and other staff as applicable. An OT can be involved in setting and reviewing outcomes and providing specialist information, resources and activity programmes as appropriate.

An OT may meet with parents and staff as necessary and may write reports and/or attend annual reviews.

## ***The School Nurse***

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The school nurse is available to assist the school staff in a number of ways. She responds to requests for sight and hearing tests; she will give advice to staff and parents on aspects of health affecting children in school, e.g. Eczema and asthma.

## ***Children and Adolescence Mental Health Services (CAMHS)***

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Some children identified as having SEND may benefit from a referral to CAMHS specialists for the assessment and treatment of mental health problems. If permission is given by parents the SENDCo will liaise with CAMHS staff by telephone as appropriate. Meetings can also be set up with staff and parents on occasion.

## ***Education Welfare Officer (EWO)***

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Some children may present concerns of a welfare nature. These can include poor attendance or persistent lateness. These may be referred to the School Attendance Officer and the Education Welfare Officer may become involved if necessary.

The Head Teacher and the Deputy Head are the members of staff who are responsible for this area.

## ***Speech and Language Therapists (SALT)***

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Children with an EHCP due to speech and language difficulties may receive in-school support from a speech and language therapist. These therapists are always willing to liaise with the SENDCo, class teacher and teaching assistants to help devise appropriate outcomes and implement strategies. They may communicate with parents via a home-school diary and will arrange meetings with parents as and when appropriate or as requested. The therapist will also write a report and/or attend annual reviews of the children supported.

Children with speech and language difficulties but not requiring an EHCP may be referred for an assessment by the Speech and Language service or the school or parent can pay for a private assessment in or out of school.

## ***Specialist Teaching Service (STS)- Cognition and Learning / Language***

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For some children the interventions put in place by the school are not sufficient for the pupil to progress. In these cases a referral may be made to the STS. For example, a cognition and learning specialist teacher may assess the pupil and make suggestions for appropriate interventions for this pupil. Close liaison is maintained with the SENDCo, class teacher and LSA. The specialist teacher may communicate with parents when appropriate. The specialist teacher may also write reports for and/or attend annual reviews.

There are various other county services that can be called on and the SENDCo keeps a list of voluntary agencies etc. who may have useful information on specific areas of need.

## *Training for all staff*

- School professional development needs are identified through the School Development Plan and Ofsted Action Plan.
- Individual professional development needs are identified through the school's performance management system.
- The SENDCo informs the Head Teacher of appropriate courses available. Members of staff attending courses disseminate material as and when appropriate.
- The SENDCo, in liaison with the Head Teacher, organises training meetings led by external specialists, to which all staff are invited.
- The SENDCo leads training sessions for the teaching assistants and also for class teachers.
- School training includes a special needs element when this is relevant.
- The Governor for SEN attends courses run by the LA.

## *Allocation of Resources*

### **Funding for SEN**

**In April 2013** the government made changes to the way that SEN funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs; Funding is agreed locally and is given to school under three main headings:

**Element 1:** Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEN.

**Element 2:** Every school receives an additional amount of money to help make special education provision to meet children's SEN. This is called the notional SEN budget. The amount in this budget is based on a formula agreed between schools and the LA. In Bucks, prior attainment and deprivation are used to calculate the money a school receives. The Government now require that schools use this funding to pay for up to 13.5 hours of support (previously 5 hours) before additional funding can be applied for.

The Head Teacher, in consultation with the class teachers and the SENDCo will make the decision on the amount of LSA support necessary within each class and allocate funds accordingly.

Some financial resources need to be allocated for the payment to the Pupil Referral Unit if/when a pupil attends one day per week. Similarly funds need to be set aside in case there is a need to pay for external agency involvement e.g. a Speech and Language report.

The SENDCo is also allocated a budget, in the same way as all subject area co-ordinators, to spend on specific resources to support the children with Special Needs.

Decisions on these resources will be made in the light of discussion with class teachers and outcomes set for these pupils and having been agreed by the Head Teacher and may include specialised programmes and equipment, including ICT when appropriate, extra reading schemes and diagnostic assessment materials etc.

**Element 3:** It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual

basis. In these cases the school can apply locally for 'Top-Up Funding'. If a school can show that a pupil with SEN has 'exceptional' needs that could not be predicted, it can request 'Exceptional Needs Top-Up Funding'.

## *Monitoring and Evaluation*

- The SENDCo monitors the progress children are making against the outcomes set by a variety of methods including working with them, undertaking assessments and liaising with other adults involved.
- Children with an EHCP also have an Annual Review meeting at which all involved, including the child and parents, discuss progress made and new targets to achieve.
- The SENDCo and the Head Teacher liaise regularly to update each other on progress or events.
- The SENDCo and the SEN Governor liaise termly. The discussion may include details of new initiatives, involvement with external agencies and the progress pupils are making as a result of intervention programmes. The SEN Governor then reports on this at the next Governors' meeting.
- A report on Special Needs is included in the Annual Governors' Report that is distributed to all the parents.
- The Governors review the policy annually.
- The SEN Annual Report is published annually on the school website and on the Bucks Family Information Service Website

## *Key Contacts*

### *Head Teacher*

Mrs E Barry.

### *SENDCO*

Oak Green's SENDCO for EYFS to year 6 is Mrs J Thomas.

### *ASD ARP Teacher*

The ASD ARP teacher is Mrs R Ludlow.

All of the above may be contacted via the school office on 01296 423895.

**GOVERNING BODY APPROVED 27/01/17**