

## Special Educational Needs Policy

A pupil has Special Educational Needs or Disabilities (SEND) if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning, or displays behaviour that might prohibit learning than the majority of pupils of the same age in Oxfordshire schools, or they may have a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is *additional to*, or otherwise *different* from, that which is made generally for pupils of the same age. This policy should be read in conjunction with the school's Equality Policy and the Accessibility Plan.

### Aims

At The Blake School we work to promote positive attitudes and to put in place facilities and resources to wherever possible minimise the effects of disability and disadvantage. We are committed to working towards equality for everyone in our school and to fostering an inclusive school environment which meets the varying needs of all learners. In addition, we endeavour to meet the specific needs of all people coming into our school such that disability and disadvantage are not obstacles to access or full participation.

Some pupils require more support than others. If these pupils are to achieve their full potential, this must be recognised, and appropriate plans be put in place. A significant proportion of pupils will have special educational needs at some time in their school career. Some of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

### Curriculum access and inclusion

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application, or to give support in a particular area e.g. spelling. Withdrawal programmes are used to target an individual's specific needs and may be taught 1:1, or in small groups.

Sometimes children may be part of a group for a limited time period to boost confidence in an area of the curriculum. Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

### Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for the pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative, the SEND governor, who takes a particular interest in this aspect of the school.

**Governors** must ensure that:

- the necessary provision is made for any pupil with SEND

- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the effective learning of other pupils
- parents can access information regarding the implementation of the school's SEND policy e.g. through information on the website
- they have regard to the requirements of the 2014 Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEN issues within the school.
- they are involved in the development and monitoring of the school's SEND policy
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

The **headteacher** has responsibility for:

- setting up appropriate staffing and funding arrangements, and overseeing the school's work for pupils with SEND, in conjunction with Special Educational Needs Co-ordinator (SENCO)
- the management of provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.

The **SENCO** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving secondary schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- 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 with SEND.

**Teaching Assistants** work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with the inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEND to GAIN access to a broad and balanced curriculum.

### Admission arrangements

The Blake Primary School strives to be a fully inclusive school, all pupils are welcome, including those with SEND. If a parent wishes to have mainstream provision for a child with an EHCP the school must provide a place unless this is incompatible with the effective education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### Allocation of resources

The headteacher, SENCO and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include teaching assistant help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of an Education Health Care Plan (EHCP) or additional top up funding is spent according to the priorities outlined in the outcome planning section of such plans. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

### Categories of Special Educational Need

The 2014 SEND Code of Practice recognises four broad areas of special educational need:

<b>Code of Practice needs</b>	<b>Categories</b>
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social, emotional and mental health difficulties (SEMH)	Social and emotional difficulties ADHD, Attachment disorders
Sensory and/or physical	Hearing Visual Physical

### Identification, assessment and review

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The staff at The Blake School value home/school links and encourage parents to be partners in the education process. Parents are encouraged to discuss any concerns with class teachers as they arise and are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents are welcome to bring a friend with them to any SEN review meetings in school and wherever possible arrangements will be made for interpreters to be present for parents with a first language other than English.

### **Early Identification (formally Initial Action)**

The Blake Primary School recognises pupils who may have needs that can be presently met within the normal differentiated classroom provision, but who present a level of delay in their learning or behaviour that causes their class teacher some concern. In this case, the child would have an individual Pupil Profile outlining specific needs or barriers to learning as well as strategies and planned support for overcoming such barriers. The Pupil Profiles are reviewed termly. If progress is not made or concerns increase a meeting is held between the SENCO, class teacher and parents to agree next steps and assess to see if the child is meeting the descriptors for SEND.

### **SEN Support**

If a pupil requires additional and different support and meets the Oxfordshire SEND guidance criteria then support at SEN Support is put in place. An Individual Education Plan (IEP) is written by the class teacher with support from the SENCO, and reviewed three times a year. Parents are invited to reviews and encouraged to play a full part in the process. At SEN Support stage, outside agencies may become involved depending on the level and area of need and difficulty; this is often the school's Educational Psychologist, but may be one of a range of other Local Authority or Health Services professionals. Outside agencies may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought as part of a formal referral to any external service.

Reviews of IEP's for pupils on the special educational needs register are usually carried out in October/November, February/March and June/July. Pupils are fully involved with the 'Voice of the Child' being an integral part of review. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. TAs are also invited to attend and if they are unable, to provide a brief written input for consideration at the meeting. Following the review copies of the review form and the new IEP are sent to parents. SEN Support takes the form of a four- part cycle: assess, plan, do, review.

Pupil Profiles are reviewed by the class teacher, pupils and parents three times a year and a formal review will take place during the final parents evening of each academic year before the Profiles are passed onto the new class teacher.

### **Education Health Care Plan (EHCP)**

Only a very small proportion of pupils require an Education Health Care plan (EHCP.) These pupils are likely to have severe or extremely complex needs that require more specialist advice and support.

For pupils with EHCP's an Annual Review Meeting has to be held once a year which may coincide with one of the regular reviews. At this meeting, consideration is given as to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives and outcomes for the following year. Annual Review meetings are normally held during the school day. All relevant professionals, including those who contributed to the original statement/EHCP, are invited to attend or to submit a written report.

### **Evaluating success**

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators

- analysis of pupil tracking data and test results for individual pupils and cohorts,
- annual monitoring of procedures and practice by the SEND governor,
- the School Development Plan,
- visits from LA/ODST personnel and OFSTED inspection arrangements,
- meetings of parents and staff, both formal and informal.

### Links with other schools and transfer arrangements

At The Blake school:

- pupils with SEND are, if required, given additional visits to secondary provision prior to transfer,
- for pupils with an EHCP, the pupil's EHCP is amended early on in the year of transfer in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned,
- the SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named,
- representatives from the Partnership secondary schools visit The Blake school to meet parents and pupils before transfer.

### Staff development, specialism and appraisal

At The Blake School:

- the SENCO has successfully completed the National Award for SENCO Coordination gaining a post graduate certificate in advanced special educational practice,
- there are regular training sessions for TAs,
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.

### Links with other agencies, organisations and support services

Staff are committed to using the expertise and advice provided by other professionals. The school has access to a wide range of education, health and social services professionals available in Oxfordshire including, but not limited to, the Educational Psychology Service, the Advisory Team for Inclusion (SEND), outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and English as an Additional Language Service.

### Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to follow the school's complaints policy. The Oxfordshire Parent Partnership Service is available to parents/carers to offer advice and support.