



Special Educational Needs Policy **Oxenhope CE Primary (including Explorers before and after school club).**

This policy is designed to be read alongside the school's Local Offer and the school's Early Help Offer.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children.

The responsibility for the management of this policy falls to the Senior Leadership Team (SLT); the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo) and SENCo Assistant.

The SLT, SENCo (Alice Jones) and SENCo Assistant (Heather Cooper) will work closely with staff to ensure that this policy is working effectively. High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils.

This is what is meant by special educational provision and at Oxenhope CE Primary School we will endeavour to ensure that provision is made for those who need it.

We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision if at all possible.

Objectives

The SEND Policy of Oxenhope CE Primary School reflects the principles of the 0-25 SEND Code of Practice (2014).

The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents of children with special educational needs, ensuring that regular meetings are held with parents to keep them fully informed of their child's progress
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with an SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Use all assessment tools available to provide the necessary information and share this with parents
- Record minutes of meetings identifying the outcomes and future actions
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Bradford Council for Early Years where applicable

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum.

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN) and Oxenhope CE Primary School regards pupils as having a Special Educational Need if they:

Have a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

Pupils 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. Oxenhope CE Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the usual differentiated curriculum. This may be on an ongoing basis or for a limited time.

Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed and formal assessments take place once each term. The outcome of these assessments are discussed with the SENCo/SENCo Assistant. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used on CPOMs. At this point an Individual Education Plan (IEP) might be devised (See IEP Policy). This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents the pupil will be removed from the schools SEN register.

Statutory Assessment of Needs (EHC plan)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment.

The evidence gathered from class teachers, support staff, parents/carers, the child and other professionals involved and will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so the New School will hold annual review meetings and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. It is the role of the SENCo/ SENCo Assistant to ensure that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil

needs. Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home.

Parents of a child with an EHCP will have the opportunity to meet with the SENCo at least three times a year formally.

The Parents of a child who receives SEN support is welcome to speak to the child's class teacher on a regular basis through appointment. The class teacher is then obliged to record the meeting on the school's internal record keeping system (CPOMs) to inform the SENCo/ SENCo Assistant.

Parents can also visit our school's Pastoral Manager (Gillian Dyson) to talk about their children.

Parents are also urged to read the school's Local Offer and the school's Early Help Offer.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff for Looked after Children (Alice Jones) and a Looked after Children policy.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes. This does not mean that pupils attend meetings as they do not; their views are sought, where appropriate beforehand.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. As an independent school, we endeavour to meet the needs of the pupils by utilising TAs appropriately. Where a pupil requires an exceptionally high level of support that incurs a

greater expense, the school may approach the parents for additional financial support but this has not applied to any situation to date.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents as a personal budget for them to commission their own provision for their child under certain conditions. Parents who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Roles and Responsibilities

Governors, in co-operation with the head-teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain oversight of the school's work. There will be an identified governor for SEND who monitors the implementation of the policy.

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEND. She will keep the governing body fully informed. At the same time the Head Teacher will work closely with the SENCo/ SENCo Assistant and will ensure that provision is made within the their timetable for planning and co-ordination

The SEN Co-ordinator (SENCO)/SENCo Assistant working with fellow teachers has responsibility for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with SEN.
- Supporting the co-ordinating of provision.
- liaising with and advising other teachers
- managing Learning Support Assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to in-service training of staff
- liaising with external agencies including LEA support services and educational psychology services, health and social services, and voluntary bodies.

All Teaching and Non-Teaching Staff including the Pastoral Manager:

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo/ SENCo Assistant to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Learning Support Assistants will liaise with the class teacher and SENCo/SENCo Assistant on planning, on pupil response and on progress in order to contribute effectively to the graduated response, taking part in appropriate training
- Writing and reviewing IPMs for children in their class/intervention group.

Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will sometimes be identified to be part of an appropriate intervention group. We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible. Teaching arrangements for children with a Statement of Special Educational Needs will be determined by their statement and subsequent Annual Review documents.

Explorers before and after school club staff are involved in the implementation of the policy as directed by the SENCO/ SENCo Assistant.

Special facilities and building adaptations;

There is wheelchair access throughout the school and there are toilet facilities for disabled pupils and staff.

Admissions arrangements

Oxenhope CE Primary School are currently in line with schools admissions policy.

The School's Responsibility

- **Curriculum entitlement.** All children including those with special educational needs will have access to a broad and balanced curriculum. Our school promotes all five outcomes from 'Every Child Matters'; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being.
- **Allocation of resources.** The Governors, through the Finance committee, will allocate funds to meet the needs of pupils with special educational needs. The Finance Committee will draw the attention of the Governors to the amounts delegated to the school by the LEA under special needs headings in the Section 122 Statements, and to the amounts allocated for SEN in the proposed school budget. The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the children with SEN. The Governors require the Head Teacher and the SENCO/SENCo Assistant to ensure that optimum use is made of resources.
- **SEND training for staff.** Whole staff training in SEN will be met through INSET provision. SEN training will be organised as required to meet the current needs of all staff and will be led by the SENCO/SENCo Assistant or by appropriate outside

agencies. Learning Support Assistants will be invited to attend relevant training sessions and external courses.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision. 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. Please see the schools Medical Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education (ie the child's class teacher) will liaise with other agencies and professionals * E.g. medical agencies, Hospital School, as well as parents, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. The proprietor has a legal duty to publish information on the school website about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as the school is only on ground floor level. The New School works hard to develop accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website. Storing and Managing Information Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

Complaints Procedure

If parents have a complaint about the SEN provision in school they may initially contact

- the class teacher
- the SENCO/SENCo Assistant
- the Head Teacher

- the manager of Explorers before and after school club.

In response, the class teacher and the SENCO/SENCo Assistant will provide evidence of work undertaken, IEP targets and assessments of progress to be discussed with parents. If a problem is still not resolved parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA or with an appeal to the SEN Tribunal.

Alice Jones

Policy date: September 2019

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