

Oxspring Primary School



Head Teacher: Mrs S. Irwin
Assistant Head Teacher: Mr P. West
Responsibility: Mr P West (SENCO)
Date: September 2015
Review date: September 2016

'Learn, Endeavour, Aspire, Respect, Nurture'

SEND POLICY



BARNSLEY
Metropolitan Borough Council

The Aims of our School

Our Oxspring Primary School Vision

To create a school community where children participate, excel and are proud of their achievements.

Our school motto: Learn, Endeavour Aspire, Respect, Nurture

Aims for the pupils

We are committed to achieving excellent standards of academic achievement for our pupils. In addition, we aim to develop kind, responsible and independent children.

At Oxspring Primary School we aim to:

- **To promote high standards of achievement for all learners, in all subjects**
- **To develop and instill key life skills and values in our pupils.**
- **To encourage positive relationships and communications between home, our community and the wider world.**

Mission for the school

We will accomplish this by:

- creating a happy, caring, safe, fair and courteous atmosphere where everyone is valued and can grow in confidence
- recognising and promoting high standards, effort and attainment through innovative teaching and an investigative approach to learning
- providing a carefully planned, well resourced, stimulating learning environment, in which computing is thoroughly embedded, that reflects the needs and interests of all our children
- valuing and appreciating everyone as learners in our school community; children, parents, staff and governors by nurturing a desire to succeed and a sense of pride in their learning

- celebrating, valuing and respecting the diversity of races, religions and cultures represented in our school, our community and our nation.
- helping children to appreciate the benefits of healthy living and physical and mental fitness
- providing equal opportunities for everyone to access learning and to achieve according to their needs, abilities and disabilities
- working closely with parents and carers as partners in learning
- continually reviewing and improving the service we offer to all

Guiding Principles:

Oxspring Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs. The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. When planning teachers set differentiated learning challenges and respond to children's diverse learning needs.

There may be a minority of children who experience barriers to their learning and progress. These barriers are likely to arise as a consequence of a child having special educational needs. Teachers take account of the requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their journey through Oxspring Primary School. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

At Oxspring we also believe that more able, gifted children have special educational needs and we strive to ensure the needs of these children are also provided for.

Aims and Objectives:

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable every child to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards developing a positive self-image and self-worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

Inclusion:

All pupils at Oxspring Primary School are equally valued regardless of their individual needs. They are included into every aspect of school such as sharing meal times, recreation times, school clubs and visits. Oxspring Primary School strives to be an inclusive school, engendering a sense of community and belonging through:

- An inclusive ethos;
- A broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and appropriate targets for all.

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.' A child may be considered as having a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders the child 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

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

This Special Educational Needs and Disabilities {SEND} Policy details how Oxspring Primary School will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers identify and provide for pupils who have special educational needs to enable them to take part appropriately in the activities of the school.

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

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information, having the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and will be supported in playing an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and therefore, their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

The Role of the Special Educational Needs Coordinator (SENCO):

The SENCO at Oxspring Primary School is Mr P West and his responsibilities include:

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by partner agencies and the LA;
- Managing a range of resources, human and material, to enable appropriate provision to be made for children with special educational needs;
- Liaising with secondary school SEND Departments to ensure the effective transfer of pupils' SEND records;
- Producing a termly report to Governors on SEND within school.

The Role of the Governing Body:

The named governor responsible for special educational needs is Mrs M. Jowett. The Governing Body endeavours to secure the necessary provision for any pupil

identified as having special educational needs. The Governors ensure through Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor the success of the school's policy for children with special educational needs.

The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENCO and other staff;
- Evidence from monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results, for individuals and groups of pupils;
- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- School improvement plan.

Identification, Assessment and Provision:

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence (work samples, teacher/Teaching Assistant (TA) reports, assessment results, etc...) and if a lack of progress is evident, shares their concerns with the SENCO. The SENCO together with the class teacher uses guidance from the Barnsley Education Authority SEN Handbook to decide whether it is appropriate to place the child on the SEND register and at which level of provision:

- **SEND Support**

Parents will be asked to sign a 'Parental Approval' form. The SENCO will take the lead in coordinating additional or different provision within school to enable the child to learn more effectively. The SENCO will work closely with the parents, teacher and child to ensure an appropriate intervention can be used to support the child. For all children on SEND Support, an Individual Education Plan (IEP) will be produced, outlining a specific 'outcome' which in the long-term, the school wants a child to achieve. This will focus on where the child should be by the time they leave Year 6. In the short term specific, measurable targets will be set which relate to the anticipated 'outcome' for a child. The child's progress will be carefully monitored; the 'assess, plan do, review' cycle is used to ensure the IEP is appropriate and beneficial for each child. The IEP itself will be reviewed every term. For those children whose progress continues to cause concern, the school may request support and advice from partner agencies (e.g. Educational Psychologist, Speech and Language Therapist). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from partner agencies.

- **Education Health and Care Plan {EHCP}**

Where a request for an EHCP (previously known as a 'statement') is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA 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 put in place. The school will provide this evidence through SEND support. This information will include:

Individual Educational Plans for the pupil;

Records of regular reviews/meetings and their outcomes;

The pupil's health including the child's medical history where relevant;

National Curriculum assessment results - assessed at 'P' levels if necessary;

Educational and other assessments/advice from any partner agencies who have been working with the child for example, Educational Psychology, Speech and Language Therapy;

Views of the parents of the child;

Views of the child;

Involvement of other professionals such as health, social services or education welfare service.

An EHCP involves consideration by the Local Authority (LA), working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. The outcome of this may be that the LA does not deem it necessary for the child to receive allocated funded support, but needs to remain at a level of receiving interventions within school. Alternatively, the LA may agree that there is significant cause for concern and may decide an EHCP is appropriate. If it does so, there are three different Ranges of support into which the child may fall, Range 3 receiving the lowest amount of funding and Range 5 receiving the highest. Funding is provided by the LA for the school to use as it sees fit for ensuring the child makes progress towards achieving their targets outlined in their EHCP.

An EHCP for children with special educational needs will include:

The pupil's name, address, and date of birth;

Information about the pupil's life ambitions and opinions on their education, health and care;

Information about the child's family, non-educational professionals and educational professionals;

Details of all of the pupil's special/specific needs;

The special educational provision necessary to meet the pupil's needs;

The type and name of the school where the provision is to be made;

The child's long-term 'outcomes' and how everyone involved intends to enable the pupil to achieve them;

Relevant non-educational needs of the child.

All children with EHCPs will have short-term targets set for them, which will be set out in an IEP, and will be implemented as far as possible in the regular classroom setting. The delivery of the interventions will be the responsibility of the class

teacher and supporting TA. The deployment of TAs to support these children will be the responsibility of the SENCO. The 'assess, plan, do, review' strategy will be used to decide how effective the IEP is and whether changes need to be made to it.

All EHCPs must be reviewed annually with parents, the pupil, the LA, the school and any other professionals involved in supporting the child in order to consider whether any amendments need to be made to the description of the pupil's needs and outcome targets.

Monitoring and Evaluation:

The SENCO monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs.

The SENCO is involved in supporting teachers in drawing up IEPs for children and reviews the work of the school in this area.

The SENCO liaises with support staff working with children who have special educational needs, in order to monitor pupil progress.

The SENCO meets with the SEND Governor on a termly basis to evaluate overall pupil progress and discuss any SEND issues that may arise.

The SENCO liaises with staff on a termly basis to ascertain which pupils are not making the expected rate of progress.

The class teacher in partnership with the SENCO, and where appropriate outside agencies, are responsible for implementing the 'assess, plan, do, review' strategy for monitoring children with SEND and deciding on what is needed to enable them to maximise their learning potential moving forward. All interventions and strategies in place must take into account the specific educational need(s) of a child; where this is seen to not be the case, a particular intervention/strategy will be stopped and replaced with another more suitable, one. Where an intervention/strategy is seen to be successful in developing children's learning, it will continue to be implemented and monitored to ensure that the level of challenge is always appropriate and that it continues to be useful to the child in the future.

Resources:

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher and SENCO inform the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO confer with other staff to determine the level of SEN budgetary resources including funding directly related to statements.

The school provides for:

- Additional learning support
- Non-contact time for SENCO
- SENCO responsibility points
- Material resources
- Assessments by the specialist teaching service
- Continual Professional Development {CPD} for staff

Access to the Curriculum:

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to appreciate the relevance and purpose of learning activities, experience levels of understanding, and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately, and assessed to inform the next stage of learning.

IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success. All children currently on the old 'Statement of Special Educational Needs' or who have an EHCP will have an IEP in place which will be reviewed three times a year. Only those children for whom the SENCO and class teacher feel it is appropriate, will have an IEP.

At Oxspring we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs we may arrange for

children to work in small groups, or on a one-to-one basis, outside the classroom with TAs.

A wide range of interventions are used to support children both on the SEND register and at a lower level of attainment. These interventions can be run by the SENCO, the Intervention TAs and the class TAs within school. Interventions which are deemed as most appropriate for a specific child will be implemented.

Partnership with Parents:

At all stages of the special needs process the school will endeavour to keep parents fully informed and involved. We hold regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education. This is particularly the case when an IEP is in place: parents will be invited to a 1:1 meeting every half term to discuss their child's development and progress, specifically around their IEP targets (old and new).

The school website contains a SEND School Offer which we encourage parents to view should they wish to seek further information.

The class teacher is the most appropriate person to gain information from regarding all children's achievements. They will be best placed to update parents about the progress of their child (ren) from working with them on a daily basis. For further advice, support or answers to any questions, our Headteacher, SENCO and SEN Governor are always willing to talk with parents.

If a parent has a complaint, they should refer to the Headteacher who will follow the school's complaints procedure.

Partnership with Pupils:

The views of pupils being placed on the register of Special Educational Needs will be sought, where this is deemed appropriate by both the school and the parents. Children are encouraged from an early age and where appropriate, to be actively involved in setting targets for their IEPs and reviewing their performance.

Liaison:

The school has strong links with the local pre-school and secondary school, to support children with Special Educational Needs e.g. liaison with local Foundation Stage 1 practitioners prior to children starting school and with Penistone Grammar School at 10+ transfer.

We work with Inclusion Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENCO and discussions involve parents whenever possible.

The SENCO attends half-termly SENCO Briefings forging links with other SENCOs as well as receiving essential news and updates from the LA.

Signed _____ Head Teacher Date _____

Signed _____ Chair of Governors Date _____