



Special Educational Needs and Disability (SEND) Policy

As a rights respecting School we recognize article 23 'the right of every child to a special education and care if they have a disability, so that they can live a full life' from the UN Convention of the Rights of the Child'.

1. Introduction

- 1.1** At Oxford Road Community School we believe in life-long learning and that learning should be an enjoyable and rewarding experience for everyone. Oxford Road Community School provides creative, skills based teaching and learning which enables all children to gain access to a broad and balanced and appropriately differentiated curriculum. Our skills based curriculum is the starting point for planning that meets the needs of individuals and groups of children. Through our teaching we equip our children with the skills, knowledge and understanding necessary to make informed choices and to be able to lead happy and rewarding lives. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs and disability and so they require particular action by the school.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs and/or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in all curriculum given to other children of the same age.assessment activities. Such children may need additional or different help from that.
- 1.3** Children may have special educational needs and disability either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disability takes account of the type and extent of the difficulty experienced by the child.

2. Aims and Objectives

Our aim at Oxford Road Community School is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEND Code (Code of Practice, 2014.).'This Code of Practice provides statutory guidance on duties, policies

and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16. For ease of reference, young people are referred to in this Code of Practice as 'over 16'. (Para i page 12)

2.1 The aims of this policy are:

- to create an environment that ensures children with special educational needs and disability are offered full access to a broad, balanced and relevant education;
- to ensure that the special educational needs and disability 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 and disability;
- to ensure that parents are involved and encouraged to support their child's education;
- to ensure that our children have a voice in this process and their views are taken into account;
- to ensure all staff have high expectations of all children and to remove any barriers to learning and participation;
- to treat everyone with respect and for everyone to know they are a valued member of our school community.

3. Educational inclusion

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to know and feel that they are a valued part of our school community. Through appropriate circular provision, we respect the fact that children'

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behavior and to take part in learning effectively and safely
- helping individuals to manage their emotions, and to take part in learning.

Changes from the SEN Code of Practice (2001)

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.
- There is new guidance on supporting children and young people with SEN who are in youth custody.

4. Special educational needs and Disability

4.1 Children with special educational needs and disability have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning or disability than the majority of children of the same age

- they have a learning difficulty or disability that requires special educational provision to be made for them
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010-that is '*...a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to day activities*'.

4.2 Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are:

- communication and interaction difficulties
- cognition and learning difficulties
- behaviour, emotional and social difficulties
- sensory and/or physical difficulties

Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as SEND.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. A whole school SEN Register of provision will detail the full range of interventions that are in place in school. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

4.4 If the teacher, SENCO or parent/carer identifies that support is needed from outside agencies, parents/carers will be consulted prior to any support being actioned. For these pupils and pupils with EHC plans we will record the strategies used to support the child within an Individual Pupil Provision Plan (IPPP). The IPPP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once every 6 to 7 weeks. Teachers will share targets with parents and pupils will know their targets. External support services will provide information for the child's IPPP. The strategies within the IPPP will wherever possible, be implemented in the child's normal classroom setting; as part of: First Quality Teaching.

- 4.5** If the child continues to demonstrate significant cause for concern, an EHC plan request will be made to the Local Authority. A request for the Local Authority to consider starting an EHC plan will only take place if targeted support with the aid of outside agencies has been unsuccessful over a period of at least 6 months. A range of written evidence about the child will support the request.
- 4.6** If an EHC plan has been awarded to a pupil the school will carry out a bi- annual review in line with Local Authority guidance.
- 4.7** In our school the SENCO:
- manages the day to day operation of the policy
 - updates the SEND register regularly and at least each term
 - co-ordinates the provision for and manages the responses to children’s special needs
 - keeps records of actions and progress of all children with special educational needs
 - supports, advises and acts as the link with parents/carers and with Parent Partnership, if desired
 - acts as link with external agencies and other support agencies
 - monitors and evaluates the special educational needs and disability provision and reports to the governing body
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs and disability
 - supports and advises colleagues and contributes to the professional development of all staff
 - is an advocate for children with special educational needs and disability.

5. The role of the governing body

- 5.1** The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governors will contribute to and review the SEN policy.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate and report annually to parents on the success of the school’s policy for children with special educational needs. The governing body ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- 5.3** The governing body has identified a governor to have specific oversight of the school’s provision for pupils with special educational needs. The ‘responsible person’ in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a Statement of special educational needs are aware of the nature of that Statement.

5.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6. Allocation of resources

6.1 The SENCO is 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.

6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The head teacher and the SENCO meet termly to agree on how to use funds directly related to Statements.

7. Assessment

7.1 Identifying children's support needs early is vital if they are to thrive, and enables parents/carers and professionals to put the right approach in place quickly. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher alerts the SENCO, verbally to their concern for a child. This is followed up by the SENCO through classroom observation, interview with the child, discussion with parents, teachers and other agencies that may have been involved with the child. The class teacher and SENCO will then assess and monitor the child's progress in line with existing school practices. This is an on-going process. If a pupil is having a Wave 2 intervention then a Wave 2 intervention form will be completed to show the impact of this work.

7.3 The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The Local Authority seeks a range of advice before making a formal Statement. The needs of the child are considered to be paramount in this.

8. Access to the curriculum

8.1 All children have the right to a good quality education and are entitled to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning. (See teaching and learning policy).

8.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, when, in order to maximize learning, we ask the children to work in small groups, or in a one to one situation outside the classroom.

9. Partnerships with parents/carers

9.1 Parents/carers know their child best. The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs.

9.2 The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. Our SEN governor takes a special interest in special needs and is always willing to talk to parents/carers.

9.3 We have regular meetings during the school year to share the progress of special needs children with their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents and carers will be consulted if their child is placed on the SEN register.

9.4 The SENCO will always be available to support parents/carers and discuss any concerns. They will be given details of the Parent Partnership service and disagreement resolution services where appropriate.

10. Pupil Participation

10.1 In our school we encourage pupils to have a voice. We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. As a school we recognise the importance of children developing social as well as educational skills.

10.2 Children are involved at an appropriate level in setting targets in their IPPP’s and in the half termly IPPP review meetings. Children are encouraged to make judgments about their own

performance against their IPPP targets. We recognise success here as we do in any other aspect of school life.

11. Monitoring and evaluation

- 11.1** The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The SENCO is involved in supporting teachers involved in drawing up IPPPs for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.
- 11.3** The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

12. Management

- 12.1** The implementation of the policy is undertaken by all the staff and overseen by the head teacher, the SENCO and the appointed SEN governor. The SEN governor meets regularly with the SENCO and reports back to the Curriculum Committee in order to inform them of progress. The SENCO meets with each class teacher and the classroom assistants working with children who have an EHC plan regularly and at least once a term. IPPP targets are reviewed and new ones are set at least termly, or as and when before a whole term. Copies of 'The Code of Practice' are available for reference in the head teacher's office and SENCO room.
- 12.2** Children at all stages of the Code of Practice are discussed at termly pupil progress meetings. There is the opportunity for all parents to meet the class teachers and the SENCO in the autumn and spring terms at the parent consultation evenings. Each child with an EHC plan has an annual review of their current needs. This involves the parents and any relevant professionals and the results of the meeting are forwarded to the SEN section of the Local Authority for them to determine how the child's needs will be met in the following period.

13. Admissions

Admission for a child with SEN is as for all children and follows Local Authority guidelines. If the parents of a child with an EHC plan apply for their child to be admitted, a meeting will be held with relevant staff and the governors to consider if appropriate provision can be made.

Agreed June 2015

Appendix

Definitions

The Code of Practice on Special Educational Needs (SEN) was introduced in 2001. Provision for Children with Special Needs at Oxford Road Community School is in line with the NEW Code of Practice; January 2015, which defines Special Needs as follows:

“Special Educational Needs, often shortened to SEN, is the term used to describe requirements of any pupil who has a learning difficulty which calls for special educational provision to be made. A pupil is considered to have a learning difficulty if he/she has ‘a significantly greater difficulty in learning’ than the majority of pupils the same age; or has a disability which prevents him/her from ‘making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of his/her age.”

Special Educational Provision is defined as:

“any educational provision which is additional to or otherwise different from the educational provision made generally for children of his/her age in schools maintained by the Local Authority concerned.”

Both of these definitions owe their wording to the Education Acts of 1981 and 1996. Although bilingual and gifted children are excluded from the terms of both Acts, we recognise the needs of both groups of children and endeavour to meet their needs.

Statutory Framework and National Guidelines

Legal obligations arise for school from the 1996 Education Act and the Code of Practice(2015) with regard to children who have Special Educational Needs. These recent regulations strengthen those set out in the Education Act of 1981 and these regulations cover the needs of a whole range of children with SEN, not only the small percentage who have Statements of Special Educational Need under the 1996 Act.

The Code of Practice seeks to clarify and formalise the responsibilities for all schools, governing bodies, parents and Local Authorities towards children with Special Educational Needs. While the Code of Practice lays down guidelines for best practice and affirms that individual schools ‘must have regard to’ its contents, it is for individual schools to respond to SEN provision in its own way and to develop and maintain its own structures approaches and systems of record keeping.

Appendix

Funding for children with Special Educational Needs

Non-Statement SEN funding

Data from Baseline results, National Curriculum levels and free school meals are matched against criteria set by the LA to determine the amount of funding that will be granted to the school in the following April. This funding is not earmarked for individual children, but is used to support children with SEN in general.

EHC plan Funding

For children with specialized needs an assessment may be made by the Local Authority to determine if an EHC plan for that child's SEN will be granted. If additional staffing over and above the school's normal resources is advised in the plan, then funding will be given, which is paid directly from the Local Authority.

Exceptional Needs Funding

In the event of a child needing emergency funding in order for him/her to access the curriculum at school, exceptional needs funding will be available via a local cluster panel which is set up by the Local Authority and run by Head Teacher's and other professionals within the cluster and a decision will be made through a panel decision.

This funding has to be applied for termly.

Complaints Procedure

The 1996 Education Act stipulates that a clear procedure on complaints relating to SEN and SEN provision within school should be available to all. Copies of the complaints procedure are held in the head teacher's office for distribution to parents as necessary. Issues of complaints should be referred to the head teacher.