



Barnabas Oley School

Special Educational Needs and Disability Policy

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Revision History

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1 Introduction

- 1.1 Barnabas Oley is an inclusive school where we endeavour to ensure that all children will have access to the highest quality teaching which will be differentiated to meet the needs of all learners. Children are taught by highly qualified class teachers. If additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed. The ethos fostered in the school is to value all children and to enable them to participate fully in the life of the school and reach their full potential-being the best they can be.
- 1.2 This school provides a broad, balanced and creative curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and assessment requirements that could create barriers to learning and this is picked up quickly through robust systems set out in this policy and on the school website.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs or disabilities. 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 curriculum and assessment activities.
- 1.4 Children may have special educational needs and disabilities 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 disabilities takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The school SENDCO holds the National award for special education needs.

2 Aims and Objectives

- 2.1 The aims of this policy are:
 - to create an environment that meets the special educational needs and raises the achievement of each child;
 - to ensure that the special educational needs and disabilities of children are identified early, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to communicate and work in partnership with parents;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
 - to ensure support for children with medical conditions or disabilities full inclusion in all school activities by ensuring consultation with health and social care professionals;
 - to work in cooperation and productive partnership with the Local Authority and outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners;
 - to involve the child, whenever possible, in planning their education;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational Inclusion

3.1 Through appropriate curricular 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 behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs

4.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special education provision means educational provision that is additional to, or different from that made generally for others of the same age. (Code of Practice 2014) The School special needs co-coordinator through provision mapping sets out the provision.

4.2 In our school the Special Educational Needs and Disability Coordinator (SENDCO):

- manages the day-to-day operation of the policy;
- coordinates the provision for and manages the responses to children's special needs and disabilities;
- supports and advises colleagues;
- maintains the school's SEND list;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessments and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages the deployment of specific TA resources;
- manages a range of resources, human and material, linked to children with special educational needs.

5 The Role of the Governing Body

- 5.1 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 identifying and providing for these children. A specific governor oversees special needs and disability within the school and they meet with the co-coordinator termly. From these visits a report is written to keep both governors and parents informed (these can be found on the school website). SEND is also within our annual report to parents on the success of the school's policy for children with special educational needs and disability.
- 5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of Resources

- 6.1 The SENDCO 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 Education, health and Care plans.
- 6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The Headteacher and the SENDCO meet to agree on how to use funds directly related to specific children.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher assesses and monitors the children's progress in line with existing school practices and with guidance and advice from the SENDCO.
- 7.3 The SENDCO works closely with parents, children and teachers to plan an appropriate programme of intervention and support, through the school provision map.
- 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 SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The school uses the 2014 SEN Code of Practice.
- 7.6 The LA seeks a range of advice before making a formal Education, health and care plan. The needs of the child are considered to be paramount in this.

8 Access to the Curriculum

- 8.1 All children have an entitlement 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; work is differentiated appropriately, and assessment is used to inform the next stage of learning.
- 8.3 Individual Education Plans and Individual Behaviour Plans, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, children experience success. All children on the special needs list have individual targets which are reviewed regularly. IEPs are used for children with an education, health and care plan and for other children at the school's discretion.
- 8.4 Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.
- 8.5 According to their learning needs, children may be supported within the classroom, in small groups or one-to-one.

9 Partnership with Parents

- 9.1 The school website and prospectus contains details for special educational needs and disability, and the arrangements made for these children. Details of the named governor and special needs and disability coordinator can also be found on the school website along with our Local Offer.
- 9.2 Parents play a key role in enabling the children with SEND to achieve their full potential. At all stages of the special needs process, the school keeps parents fully informed and involved. The wishes, feelings and knowledge of parents are taken into account at all stages. Parents are encouraged to make an active contribution to their child's education.
- 9.3 During regular meetings with parents, teachers share the progress of special needs children and parents are informed of any outside intervention. The process of decision-making is shared by providing clear information relating to the education of children with special educational needs and disabilities.
- 9.4 Parents have access to the SENDCO through the school office's email address.

10 Pupil Participation

- 10.1 Pupils are enabled and encouraged to participate in decision making processes that occur in education whenever possible, knowing that they will be listened to and that their views are valued. The children attend and are encouraged to contribute to review meetings.

11 Monitoring and Evaluation

- 11.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also meet regularly.

- 11.3 The SEND Governor meets termly with the SEND coordinator to review SEND provision across the school.
- 11.4 This policy should be read in conjunction with the school offer on the SEND page of the website.
- 11.5 This policy will be reviewed annually by the SENDCO and SEND Governor.