

Inclusion and  
Special Educational Needs and  
Disabilities  
(SEND)  
Policy

2017

This policy complies with the statutory requirement laid out in the SEN Code of Practice: 0 to 25 years (2014).

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Our school **SENCo** is **Karlene Calder**.

Our school ethos revolves around Inclusive Practice. We aim to raise the aspirations of and expectations for all pupils regardless of their needs and abilities. Owlter Brook Primary provides an interesting, inspiring and interactive curriculum for all and encourages independent and collaborative learners.

### **Our Aims**

- ✓ To identify, break down and remove barriers to learning to ensure all of our children make good and better progress in their learning.
- ✓ To include all children in all aspects of the curriculum regardless of need or ability;
- ✓ To identify children's additional needs as early as possible.
- ✓ To provide support and resources where necessary for pupils who have special educational needs and additional needs.
- ✓ To work within the guidance provided in the SEND Code of Practice 2014.
- ✓ To provide support, training and advice for all staff working with special educational needs children.

At Owlter Brook Primary School we recognise that it is the responsibility of every teacher to meet the needs of every child through Quality First Teaching. If pupils do not make expected progress, despite receiving targeted and differentiated teaching at the correct level, then this pupil may be identified as having Special Educational Needs (SEN).

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' *SEND 0-25yrs Code of Practice 2014*

### **Objectives for Children with SEND**

- To ensure the early identification of children's needs and plan for early intervention to support them.
  - To ensure that all pupils have access to a broad and balanced curriculum which is differentiated to meet individual needs.
  - To provide high quality provision to meet the needs of children with SEND.
  - To work in partnership with parents.
  - To ensure parents and pupils are fully consulted at every stage of the SEND process.
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- Class teachers, with support from the SENCO, identify and meet the needs of SEND pupils.
- To liaise effectively with outside agencies in supporting and meeting the needs of children with SEND.

### **Allocation of resources**

The Local Authority provides the school with funding towards supporting the needs of children with SEND. The school accesses SEND high needs funding for specific pupils, moderated and agreed by the Local Authority. Children are discussed with moderators after parental consent is sought (see privacy notice and consent form). In addition, the school plans and provides extra funding from its own budget, including Pupil Premium. The school uses this budget to:

- Employ staff to support children with SEND
- Purchase specialist resources and equipment
- Training for teachers and teaching assistants to ensure they meet pupil needs effectively
- Ensure allocation of resources is based on the needs of the children

### **Identifying Special Educational Needs.**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Children who are not making expected levels of progress or who may be working well below age related expectations will be identified by Class Teachers as possibly having special or additional educational needs. Parents are then invited in to school by the SENCo to discuss their child's progress and any concerns they or the school may have. An APDR may be created at this time to set targets and outline provision for the child. If parents are unable to attend the meetings in school, the SENCo is happy to visit the family at home to carry out the meeting. The SENCo will then collate any information provided by parents, teacher and other professionals supporting the child and appropriate support and provision will be put in place to support the child. This may include small group or one to one planned intervention programmes which focus on an area of learning in which the child requires support.

Additional assessment information may be sought from outside agencies who work alongside school, such as Speech and Language Therapists, Psychologists, Learning Support Teachers and Hearing or Vision Impaired

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Services. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early by discussing child's needs with the SENCo.

Parents know their child best and it is important that parental concerns are listened to and understood. We value the contribution of parents and take their concerns very seriously. The SENCo is available to discuss any issues or concerns with parents at any time. The SENCo is happy to organise meetings in the family home where necessary. Any concerns raised by pupils themselves are also noted.

After identification of a child's special educational needs, the child will then be placed on the school's SEND Register as SEN Support and the SENCo, in conjunction with parents, class teachers, outside agencies and other professionals will hold review meetings three times a year to discuss the child's progress and set achievable and challenging targets for the individual child.

We believe that identifying additional needs at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Responses to pupil SEN are made with a graduated response.

*SEN Draft Code of Practice (p.82)*

*"A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."*

Factors which may impact on progress and attainment but are not SEND include:

attendance and punctuality, EAL, being in receipt of Pupil Premium, being a Looked After Child, behaviour and social and emotional well-being.

### **English as an Additional Language (EAL)**

Identifying and assessing SEND for pupil's with EAL requires particular care. We look carefully at all aspects of pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

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## **SEN Support**

Pupils with SEN are no longer referred to as School Action or School Action Plus. They are classed as being under "SEN Support". The four main categories of need as identified in the SEND 0-25 years Code of Practice are:

1. **Communication and Interaction**

Have difficulties in one or more of speech, language and communication needs (SLCN). This can include pupils with Autism/Asperger's.

2. **Cognition and Learning**

Severe Learning Difficulties (SLD) – significant intellectual or cognitive impairment. Require support in all areas of the curriculum and to become independent.

Profound and Multiple Learning Difficulties (PMLD) – severe and complex learning difficulties plus significant physical or sensory impairments.

Require a high level of adult support for education and personal care.

Specific Learning Difficulty (SpLD) – has difficulty with one or more aspects of learning (dyslexia, dyspraxia, dyscalculia, dysgraphia). A discrepancy between achievement and intellectual ability may indicate SpLD

3. **Social, Emotional and Mental Health**

Could include pupils with anxiety, depression, oppositional behaviour, aggression, self-harming, eating disorders.

This category can also include pupils with ADHD, ASD or Attachment issues.

4. **Sensory and/or Physical**

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI) – combination of VI and HI.

Physical Disability (PD)

## **Assess, Plan, Do Review document (APDR)**

Strategies employed to enable the child to progress will be recorded within an APDR. The APDR will include information about:

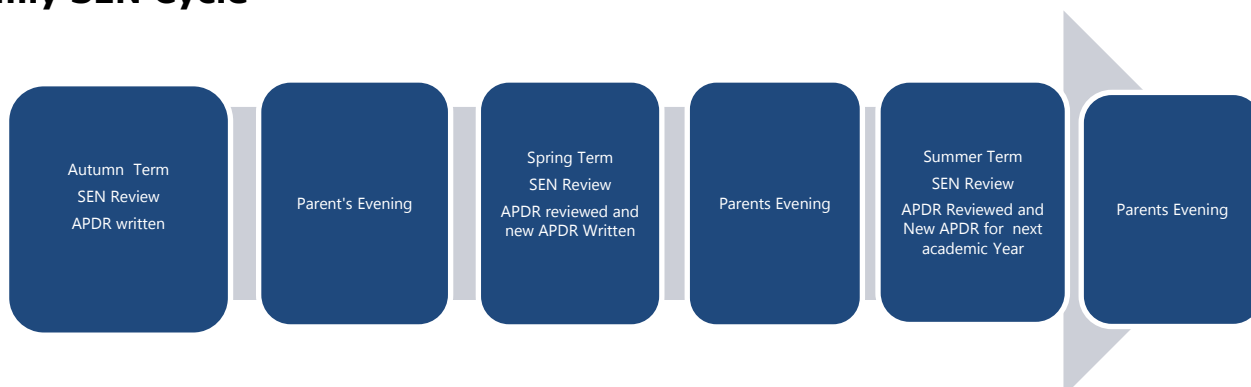
- academic progress and attainment
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when APDR is reviewed).

The APDR will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the

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parents. APDRs will be written by the SENCo in conjunction with the class teacher, parents and other professionals during SEN Review meetings. The APDR will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### Termly SEN Cycle



This termly cycle follows the recommendations set out by the Government of :Assess, Plan, Do, Review. We meet with parents of pupils with SEN three times a year to review progress and plan next steps.

### Education, Health and Care Plans (formerly known as Statements/MPA)

If an SEND pupil demonstrates a significant cause for concern the school or parents may request an assessment for Education, Health and Care Plan. This is only appropriate for a small number of children.

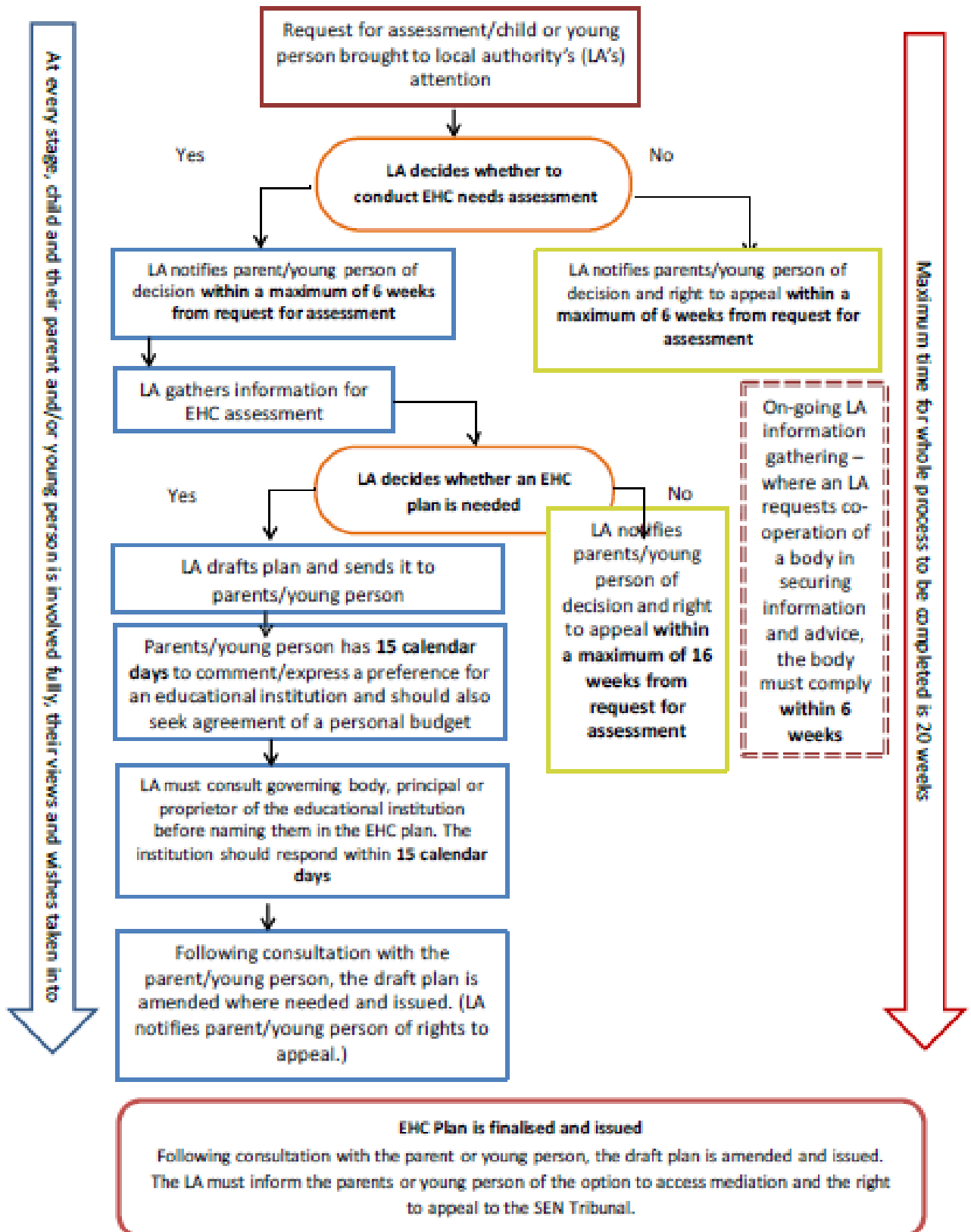
After a request for EHCP assessment has been made the Local Authority has 6 weeks in which to decide whether to proceed with EHCP or not. If EHCP is declined there is a 6 week period in which there is a right to appeal. If EHCP is approved further evidence is required to be submitted to the Local Authority. This evidence includes information from Educational Psychologists and other specialists who work with the pupil.

EHCP's will be reviewed annually by the SENCO, who invites all key professionals and parents. A report is then provided to the LA reporting on key issues and progress towards long and short term targets. Annual Reviews should be a multi-agency conversation about meeting pupil needs. If pupils make sufficient progress an EHCP may be discontinued by the LA. Year 6 Annual Reviews prepare pupils for transition to their next educational setting.

Under the revised SEN Code of Practice, Statements of SEN are being replaced by Education, Health and Care Plans by April 2018. EHCP's will need reviewing annually and will support children up to 25 years old.

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## **Managing Pupils' needs on the SEN Register**

It is the responsibility of the class teacher to ensure children with SEND needs are being met in the classroom. The class teacher will support the child through quality first teaching, specific resources, a targeted and differentiated approach and an inspiring and interesting curriculum. Teachers can access support and advice from the SENCo at any time to help reduce or remove barriers to learning for individuals in the classroom. Pupil progress is monitored regularly by the Class teacher, SENCo, Deputy and Headteacher. Pupil Progress meetings allow opportunities for individual pupil progress to be discussed and reviewed.

APDRs are written in collaboration with parents during termly SEN Reviews. These are reviewed on a termly basis and all adults working with the child are aware of the targets and provision being put in place for the individuals.

If at any point parents, class teachers or the SENCo feel the individual child is making expected progress and no longer need to be on the SEN Register, the SENCo will call a Review meeting at this point to discuss the child's progress. If all adults involved with the child are happy with the child's progress then he/she will be removed from the SEN Register. The SENCO and class teacher will continue to monitor the child's progress closely to ensure progress remains good.

## **Links with outside agencies**

Where a child continues to make little or no progress, despite support matched to their area of need, external support may be sought. External support plays a vital role in helping the school identify, assess and allocate provision for pupils with SEN. The involvement of any outside specialists would always be done with the consent of parents/carers.

Outside agencies we have involvement with are:

- Educational Psychologist - LA (2 days statutory per year), Private – as required
  - Learning Support Teacher
  - Early Years Inclusion Service
  - Multi-Agency Support Team (MAST) – FCAF's must be completed to access support.
  - Ryegate Children's Centre – Referrals can only be made through the child's GP or other Medical Professionals.
  - Speech and Language Therapy – NHS
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- CAMHS
- School Nurse – via MAST
- Sheffield Children’s Hospital
- Jane Williams – ASD and Behaviour consultant
- Social Care Services
- Autism Support Team
- Hearing Impaired Service – full time HI teacher and TA on site.
- Vision Impaired Service

Reports made by visiting professionals will be copied and shared with parents, SENCo and Class Teachers. These assessments give all adults involved with the child a clearer understanding of where any specific barriers to learning may lie and offer support with strategies and activities to support the child in school and at home.

### **Local Offer and Additional Provision**

In Autumn 2014 we created our Local Offer detailing SEN provision which is available to view via the Local Authority website and our website.

Owler Brook has wheelchair access and 4 disabled toilets. The Gingerbread Room, Galaxy Room and Garden Room provide additional multi-sensory support for emotional, behaviour and social needs.

We also have a Nurture Group where children who have multiple or more complex needs work in the mornings, supported by the Nurture Group Teacher and Teaching Assistant.

We have a Senior Learning Mentor and Learning Mentor on site who offer nurture and pastoral support to all children.

We run a wide range of planned interventions to develop children’s Literacy, Numeracy, language and communication skills, gross and fine motor skills and social, emotional and mental health well-being these include:

- Positive Play
  - Theraplay
  - Choose to Cope
  - F.R.I.E.N.D.S
  - Playdough Gym
  - Holistic Reading
  - Language Enrichment Achievement Programme (LEAP)
  - Vocabulary Improvement Programme (VIP)
  - Narrative Improvement Programme (NIP)
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- Say and Play
- Fischer Family Trust (FFT)
- Success @ Arithmetic
- Talk for Writing – Pirate Writing Crew
- Numicon
- Write Dance
- Stories for Talking

## **Supporting Pupils at School with Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement or Education, Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information on medical needs in school, please refer to our Medical Needs Policy.

## **Role and Responsibilities**

Our SEND Governor is **Lynne Overall**. Her roles and responsibilities include developing and maintaining an awareness of special needs provision in the school on behalf of the Governing body. She also has a good understanding of the SEND provision in school and monitors the implementation of this alongside the SENCo.

We have a number trained Teaching Assistants who support children with SEN across school. Their role is to offer daily support to the individual or group of children they are supporting, following recommendations, strategies and targets set by the SENCo, Class Teachers and Outside Professionals. Most of our Teaching Assistants deliver planned interventions across all age ranges in school. These are managed and monitored by the SENCo who ensures these interventions are delivered to the highest quality, taking account of the differing needs of the child/ren involved.

The Designated Safeguarding Lead is **Kit Oldham**. Our Designated Safeguarding Deputies are **Claire Shaw, Karlene Calder** and **Sue Bridges**.

**Karlene Calder** is also responsible for meeting the needs of children who have any medical conditions. She is responsible for writing any Health Care Plans in conjunction with the School Nurse.

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## **Transition periods**

Transitions periods when children move between classes, key stages and particularly to a new school are very settling times for all children. During these times we endeavour to make the transition periods as smooth and trouble free as possible. To do this we ensure all SEND records and files are passed on to the receiving school/teacher. We also arrange times for teachers to meet and discuss each individual child and how best to meet their needs. SEN Reviews are held just before the end of an academic year and at the beginning of the next academic year and this allows opportunity to prepare for transition and review progress made.

When children move to another school, the SENCo will liaise with the receiving school to ensure they are fully aware of the child's needs and all records are passed on accordingly. Transition visits are also planned for the child to familiarise them with the new setting.

## **Monitoring and Evaluation**

Parents' views are important to us and we appreciate any views they may have on the provision we offer for SEND children. Parents are invited to regular coffee mornings with the SENCo and Senior Learning Mentor, where any issues can be discussed and shared. We also hold training workshops for parents to encourage their involvement in the school community and give them opportunities to develop strategies that they can use in the family home.

SEN Review meetings give parents the opportunity to discuss any issues or concerns they may have and depending on the age and need of the child, their views are also shared within these meetings.

The views of our parents, children and teachers are taken into account to inform future practice and provisions we offer.

Training needs of staff are identified and training is put in place to meet the needs of individual or groups of children e.g. planned interventions.

Owler Brook Primary works as part of the Fir Vale Family of Schools where we share good practice, pool resources, fund projects and share specialist support together. This has enabled us to strengthen our approach to SEND and allows us to continually develop our practice. It also ensures continuity across the Family of Schools and allows for a more seamless approach to SEND within the locality.

## **Dealing with Complaints**

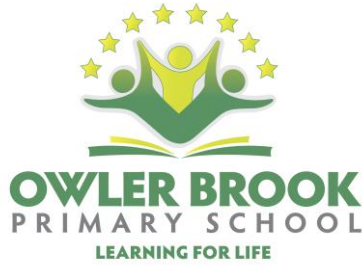
In the first instance, all complaints will go to the Headteacher who will hopefully be able to resolve the issue. If you require more information on making a complaint, then please refer to our Complaints Procedure Policy on our school Website.

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**This Policy will be reviewed annually.**

**Next Review Date: February 2018.**





## Our arrangements for sharing information about special educational needs

Dear Parent/Carer,

I wanted to write to you to make sure you were aware of our arrangements for the sharing of information about your child if they receive additional support because they may have Special Educational Needs or a disability.

Schools need to make sure they are providing appropriate support for children and young people who have Special Educational Needs (SEN). For this they rely on working in collaboration with other schools in the local area (organised in localities) and with Sheffield City Council.

As a school we share minimal information about the need and support that individual children are receiving with other local schools and the Local Authority. We use the Sheffield Support Grid to help us make sure we are providing 'good' support which is consistent with best practice across the city. This Sheffield Support Grid level information is used to support local and city-wide planning and improvements to the support available to local schools. All personal information is treated as confidential, held securely and destroyed once it is no longer of use.

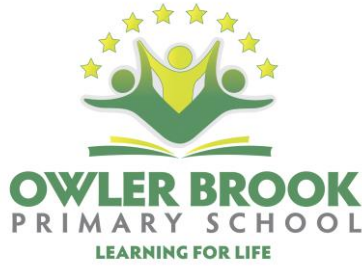
Where we need to discuss more detailed information about specific children we would approach you to gain informed consent.

If you would like to contact me to discuss this further please do so.

Signed

*KD Cole*

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## Consent to Share Information

### Parental/Young Person Consent

Schools need to make sure they are providing appropriate support for children and young people who have Special Educational Needs (SEN). For this they rely on working in collaboration with other schools in the local area (organised in localities) and with Sheffield City Council. Please could you sign the form below to say you agree to the sharing of information. This information will be used to support local and city-wide planning and improvements to the support available to local schools. All information will be treated as confidential, held securely and destroyed once it is no longer of use.

As part of the meeting of my child's needs I understand that the process includes the collection of information about the support my child is receiving which is recorded as their Sheffield Support Grid levels, as well as other minimal SEN information. Representative staff from other schools and Local Authority services may also inspect my child's SEN file for the purposes of moderation.

I agree to this information being shared with other schools and Sheffield City Council.

I understand that the personal information gathered will only be used by professionals from local schools, Sheffield City Council and other agencies to help make decisions and provide appropriate services to my child.

I understand that Sheffield City Council and other professionals will share the minimum necessary information between people and organisations providing services that my child child is using, or is likely to use.

Child's Name \_\_\_\_\_

Parent/Carer's Name \_\_\_\_\_

School \_\_\_\_\_

Signature \_\_\_\_\_

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