



OAKWORTH PRIMARY SCHOOL

“committed to the safety and welfare of its pupils”

SEND and Inclusion Policy

Introduction

Our aim is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 2, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities.

Children have special educational needs (SEND) if they have a learning difficulty that calls for special educational provision to be made for them.

Children are considered to be placed on the SEND register if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability that 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) Have been identified by an external agency as having an additional need.

Aims and objectives

The aims 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 all children to have full access to all elements of the school curriculum.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children’s Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.



Identification

Children are referred to the SENDCo by the class teacher (via an initial concern form), outside agency or the child's previous school. The class teacher will discuss with the parents/carers/carers any concerns they may have. Once an internal referral has been made, the class teacher will collate information on the child, through a range of assessments/observations, based on four areas:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

They will also use the 'Range Guidance' provided by Bradford Authority to support them in identifying a potential SEND and establishing interventions and may seek advice from the SENDCo, Nurture Team or the Mental Health Champion (Paula Calvert), where appropriate.

Once a potential special educational need is identified, four types of action will be taken to ensure effective support- Assess, Plan, Do, Review. This is the graduated response called SEND support and will be recorded on the child's Individual Educational Plan (IEP). This will then be discussed with the class teacher, parents/carers, child and outside agencies, where needed. Provisions will be discussed to find how best to help the child and will be reviewed as smart targets are met. The level of support will be adjusted accordingly.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

Range 1-2

The interventions can be implemented through Quality First Teaching at Range 1 where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school
- 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 a differentiated curriculum

Range 3

The relevant teacher or SENCO, in consultation with parents/carers, will talk with the parents/carers about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.



- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Range 4

Oakworth Primary School will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND, where the pupil's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Provision

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified through IEPs which are monitored by the School Leadership Team.

To enable access to the curriculum for pupils with SEND, the school provides:

- External support
- Individual teaching programmes
- Specialist equipment, where necessary
- Opportunities to work in a variety of groups
- Involvement in planning their own learning through self-assessment and target setting.

The effectiveness of the implementation of the policy is measured by:

- Movement down the Range Guidance
- Progress of the child, in relation to their starting point.
- Performance in assessments
- Overall progression across year and key stage

Review Meetings

Review meetings are held by the class teachers and new targets are set for all pupils on the SEND register. Parents/carers are invited to attend, as well as the child, if appropriate. Representatives from external support agencies may also be invited, if appropriate. The IEP is a working document which lasts one full academic year and is reviewed termly. Parents/carers will sign the IEP at each review to say that they have seen and are happy with the targets/support which is being offered. For pupils with an EHC plan, an Annual Review is also held to review progress towards objectives outlined in the plan. A copy of the review report is sent to all invitees, including parents/carers/carers, and the school's LA SEND Team.

Roles and Responsibilities

Governors

The governing body will, in co-operation with the Headteacher:



- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- Nominate a named governor for SEND The governing body will monitor the school's work on behalf of children with special educational needs.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. She will keep the governing body fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs and Disabilities Co-ordinator

The SENDCo for Early Years to Year 3 is Mr James Travers.
The SENDCo for Year 4 to Year 6 is Miss Samantha Layfield.

The SENDCo works in collaboration with the Headteacher and Governing Body, and takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents/carers/carers and other agencies. The SENDCo also provides professional guidance to colleagues, to secure high quality bespoke provision for pupils with SEND, through Individual Education Plans (IEP).

Other responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for children with special educational needs
- Liaising with and seeking best practise advice for fellow teachers
- Managing SEND support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents/carers of children with special educational needs
- Contributing to and delivering the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Class teachers

In line with the Code of Practice (2014), it is the class teacher's responsibility for the planning, provision, welfare, progress and education of any child with SEND. However, all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching. Liaison with parents/carers/carers by the class teacher, in all matters concerning SEND, is of utmost importance.

Pupils

Oakworth recognises that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). At all times, pupils are engaged in their education and are encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to



their learning successfully. This is encouraged through aspiration based target setting. All children with an Education, Health and Care Plan are involved in the annual review process through pupil voice and focusing on their own future aspirations. Where appropriate, pupils will be involved in the target setting and reviewing of their IEP.

Parents/carers

Oakworth Primary School has a positive attitude towards parents/carers and will acknowledge and draw on parent/carer knowledge and expertise in relation to their child. The school will tell parents/carers when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action. The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints. Parents/carers will be given access to information, advice and support during assessment and any related decision-making processes about special educational provision. Parents/carers have a responsibility to communicate regularly with the school and alert the Class Teacher, in the first instance, to any concerns they have about their child's learning or provision.

Statutory assessment – Parents/carers will be fully involved in the discussion leading up to the school's decision to request a statutory assessment. When this is proposed, parents/carers will be provided with information regarding the process of applying for an EHCP. They will be required to provide supporting information for the statutory assessment.

Outside Agencies

Oakworth Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or disabilities. Please refer to the Bronte Academy Trust Admissions Policy and Oakworth Primary School's Admissions Policy for more information.

Transition Arrangements:

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term. The appropriate secondary school SENDCo would be invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

- For a child with an EHCP, a Transition Plan is written in conjunction with the SENDCo at the Secondary School.
- A Transition Form is completed by the class teacher for each pupil showing details of education attainment and placement at Range 2 or above.
- The Transition Form, copies of the pupil's most recent IEP and any historical documentation would be forwarded directly to the appropriate SENDCo, before the end of each summer term.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupil needs. All complaints are taken seriously and are heard through the school Complaints Policy.



Equality

All staff at Oakworth Primary School promote equality and good community relations and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation, or socio-economic circumstances.

This policy will be reviewed every two years, or earlier if necessary.

A handwritten signature in black ink, appearing to be 'A. H. Jones', is written over a horizontal line.

Signed
Chair of Governors

Dated: 22 January 2018