

New Oscott Primary School Special Educational Needs Policy

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Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <https://www.birmingham.gov.uk/localoffer>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Birmingham whose children experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please go to <https://www.birmingham.gov.uk/localoffer>

All schools are required to publish an SEN Information Report which outlines their graduated approach to identifying and supporting pupils with SEN. **New Oscott Primary School SEN Information Report can be found on the school website www.newoscott.bham.sch.uk**

Mission statement

At New Oscott Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

To identify and provide for all pupils who have a special educational or additional need.

To raise the aspirations of and expectations for all pupils who have a special educational or additional need.

To operate a 'whole school approach' to the management and provision of support for all pupils who have a special educational or additional need.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- To monitor the progress and wellbeing of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is **Alison Walklett** (Head teacher).
 - The people co-ordinating the day to day provision of education for pupils with SEN are **Sally Pipkin** (SENCO / Assistant Head) and **Sarah Hutchings** (Assistant SENCo /Assistant Head)
 - The SEN governor is **Vicki Coupe**

3. The Role of the SENCo

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

All staff at NOPS can access:

- The New Oscott Primary School SEN Policy and School SEN Information Report
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- The School intranet to access information on individual pupils' special educational needs, including pupil profiles and targets set together with support services advice and reports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Birmingham's SEND Local Offer

<https://www.birmingham.gov.uk/localoffer>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the *school accessibility plan* on the school website for more details.

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to elements of a school's budget which equates to £6,000. Some pupils with SEND may need to access additional funding through the completion of a CRISP (Criteria for Special Provision.) It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

7. Identification of pupils needs

See definition of Special Educational Needs at the beginning of this policy.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and communication which can impact on how they relate to others. They may also experience difficulties with information and sensory processing.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

8. A graduated approach to meeting needs

All class teachers are responsible and accountable for the progress and development of the pupils of the pupils in their class including where pupils access support from teaching assistants or specialist teachers.

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. A profile will be drawn up by the Class Teacher and SENCo.

c) High Quality teaching in each lesson, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Parents' evenings are used to monitor and assess the progress being made by children

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. Following the revised SEN Code of practice, there is now a single level of 'SEN support'. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: • **Assess** • **Plan** • **Do** • **Review**.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Sometimes, if a pupil has responded well to support and has made accelerated progress, the decision may be taken to remove them from the SEN list.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a TAC review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Education professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer at <https://www.birmingham.gov.uk/localoffer>

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham Authority if it is decided that the child's needs are not able to be met within the Local Offer. The school and the child's parents, along with the outside agencies involved, will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school and by outside agencies. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group teaching is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEN

The Head teacher and SENCOs are responsible for ensuring that the inclusion of SEN pupils is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

11. Supporting pupils 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 trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality act 2010. The school will liaise with medical professionals as required to meet each pupil's needs fully. *See school policy for supporting pupils with medical needs*

11. Evaluating the success of provision

To make consistent continuous progress, in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. Throughout the year, parents have the opportunity to review targets with both the class teacher and SENCO.

Pupil progress will be monitored by Phase leaders and SENCOs on a termly basis in line with school policy. SEN provision and interventions are recorded by class teachers and teaching assistants and monitored by 2 members of staff (ISCs). This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Head teacher, who will be able to give advice on formal procedures for complaint. (see Complaints Procedure in our Policies section of the school website via Parents)

14. In service training (CPD)

We recognise the need for all school staff to keep up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. For this reason, we plan and fund relevant professional training for our staff. The SENCO, with the senior leadership team, ensures that training opportunities are matched to the School Improvement Plan (SIP). Development priorities are those identified through staff feedback and the current cohort of pupils. The SENCOs attend SEN courses and networking meetings which signpost relevant external training opportunities for staff, and they arrange or deliver regular INSET training.

15. Links with support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion for example:

Educational Psychology Service,

Behaviour Support Service,

Pupil and School support,

Communication and Autism team,

Sensory Support Services,

Health professionals eg Consultant paediatricians, School Nurse services, Occupational therapist, Physiotherapists, Mental Health services,

Speech and Language Therapy,

Mentoring services,

Bereavement counsellors.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents. We also seek advice and support from voluntary organisations and agencies to support our children.

16. Working in partnerships with parents

We believe that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service (SENDIASS) where specific advice, guidance and support may be required.

17. Links with other schools

The SENCos attend local Network meetings with SENCos from other schools. We regularly engage in school to school support.

18. Bullying and SEN pupils

Following our Behaviour and Anti-Bullying policies, we try to ensure the safety of our most vulnerable learners. We aim to promote independence and build personal resilience, incorporating our Building Learning Power strategies (BLP).

Signed _____

(Headteacher) Alison Walklett

Date _____

Signed _____

(SENCos) Pipkin / S. Hutchings

Date 16/01/18

Signed *S Pipkin S Hutchings*

(SEN Governor) Vicki Coupe

Date _____

This policy will be reviewed annually.