



# Special Educational Needs

and

# Disabilities Policy

<b>Policy Reviewed</b>	October 2018
<b>Approved by Governors</b>	October 2018
<b>Review Frequency</b>	Annually
<b>Next Review</b>	October 2019

## **Compliance**

This policy complies with the statutory requirements laid out in the 'Special educational needs and disability code of practice 0 – 25 years' (January 2015).

It has been written with reference to the following guidance and documents:

- Special educational needs and disability code of practice: 0 – 25 (January 2015)
- Children and families act (2014)
- Statutory guidance on supporting pupils with medical conditions (April 2014)
- Equality act 2010: advice for schools (February 2013)
- Teachers standards (2012)

This special educational needs and disabilities (SEND) policy should be used alongside and in conjunction with our policies on:

- Safeguarding
- Equality
- Bullying
- Behaviour

In addition, this policy should also be used alongside and in conjunction with:

- The federation non-negotiables
- My Schools Together federation SEN information report (Local Offer)
- Oldham LA's local offer

This policy was created by the federation SENCOs in liaison with the executive head teacher, heads of schools and staff at both schools.

Provision for children with SEND is a whole school matter. In addition to the governing body, the executive head teacher, the heads of schools and the SENCOs, this policy applies to all members of staff: both teaching and support staff in their day-to-day responsibilities.

In the MY Schools Together federation, our SENCOs are:

### At Yew Tree:

Miss. S. Morris – SENCo & Assistant Headteacher

Contact telephone number: 0161 284 5464

### At Mather Street:

Mrs. C. Spence – SENCO & Deputy Headteacher

Contact telephone number: 0161 219 1051

Miss Morris and Mrs. Spence are both part of the federation's senior leadership team. Miss Morris has undertaken training in the area of SEND and has completed the National award for special educational needs co-ordination (NASENCo). She is currently undertaking a Masters in SEND.

The federation SEN governor is Mrs. K. Jones. She can be contacted via the school office at either school.

## **Our federation beliefs and values**

The MY Schools Together federation believes that all children should have access to a broad and balanced curriculum, giving them the opportunity to realise their potential and achieve success.

We believe that all teachers are teachers of children with SEND and that every teacher is responsible for the progress of all children in their class, even where children access support from teaching assistants, mentors and specialist staff. The staff will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum i.e. through quality first teaching.

We recognise that some children will need provision that is **additional to** and **different from** that which is provided for the majority of their peers – this is special educational provision. The My Schools Together federation will use our **best endeavours** to ensure that such special educational provision is made for those children who need it.

Our policy for SEND is based on the principles that underpin the SEND code of practice (2015):

1. A child with SEND will have their needs met
2. The views, wishes and feelings of a child with SEND should be sought and taken into account as fully as possible and as appropriate to their age and understanding
3. Parents/carers have an important role to play in supporting their child's education. Their views should be sought and taken in to account.
4. Collaborative working should take place between all who are involved in securing the best outcomes for a child – including education, health and social care services.

## **Our federation aims**

- To ensure that all children have access to a broad and balanced curriculum as appropriate to their needs
- To ensure that all children have the opportunity to reach their full potential
- To provide for the development of the whole child
- To promote children's self-esteem and ensure that individual contributions are valued.
- To provide a happy, caring, safe and supportive environment, which is inclusive of the needs of all children.

## **Our federation objectives**

- To provide all children with quality first teaching within a broad and balanced curriculum
- To ensure the early identification of pupils with SEND
- To ensure that provision is made for children with SEND so that they can make progress
- To assess and monitor the effectiveness of this provision
- To provide support and advice for staff working with children with SEND
- To involve parents/carers in discussions about their child's progress
- To work in partnership with outside agencies, to ensure the best possible provision for children with SEND, where necessary
- To consider the views of the child, where necessary
- To work within the guidance provided in the SEND Code of Practice (January 2015)
- To liaise effectively with all those working with the child in the future to ensure that transitions are successful

## Our federation outcomes

Through adhering to this policy, children with SEND will have the opportunity to:

- achieve their best
- become confident individuals
- develop skills needed to live fulfilling lives
- make a successful transition into the next stage of their education

## Definition of SEND

Children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children their age
- have a disability that prevents or hinders them making use of the facilities of a kind generally provided for other children their age in mainstream schools.
- are under compulsory school age and fall within the definitions above or would do so if SEN provision was not made for them

A child has SEN where their learning difficulty or disability calls for special educational provision to be made for them. This provision is **additional to** or **different from** that normally available to pupils of the same age (Code of Practice 6.15)

Under the SEND Code of Practice (2015) there are 4 broad areas of need:

### **1. Communication and interaction**

Children 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 or in understanding what is being said to them. They may not understand or use the social rules of communication and may experience problems taking part in conversations (Code of Practice 6.28)

### **2. Cognition and learning**

Children with learning needs may learn at a slower pace than their peers, even with appropriate differentiation. They may have difficulty in developing skills in literacy or numeracy or they may struggle to understand new concepts. They may have difficulty retaining information or have low levels of concentration.

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia (Code of Practice 6.30 and 31)

### **3. Social, emotional and mental health**

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, low self-esteem as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Other children may have difficulties such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Code of Practice 6.32)

#### **4. Sensory and / or physical**

Some children may 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.

Other children may have a visual impairment, a hearing impairment or a multi-sensory impairment. Some children may have a physical disability, that requires additional, ongoing support and / or equipment to access all the opportunities available to their peers (Code of Practice 6.34 and 35).

The purpose of the identification of need is to work out what action needs to be taken, not to fit the child into a category. In practice, we recognise that some children may have needs in just one area but that some children may have needs in more than one of these areas. At the MY Schools Together federation, we take into account the needs of the whole child.

We recognise that there may be times in a child's school career when they are identified as having SEND and that this may be on an on-going basis or it may be time-limited.

We recognise that children must not be regarded as having SEN solely because their home language is not English.

We recognise that the following are additional factors which may impact on children's attainment and progress but which alone do not constitute a SEN:

- Attendance and punctuality
- Health and welfare
- Housing, family or other domestic circumstances
- Being in receipt of the pupil premium grant
- Being a Looked after child
- Being a child of a service man / woman

#### **Identifying special educational needs**

We know that, for some children, SEND can be identified at an early age but, for other children, difficulties only become evident as they develop. We recognise the benefits of identifying children with SEND at the earliest point and then making effective provision for them to improve their long-term outcomes.

Children with SEND can be identified in a number of ways:

- Through class teacher's assessments in consultation with the SENCO
- Discussion with the child's parents in consultation with the SENCO
- Information from external sources,  
e.g. pre-school SEND services or previous school information
- Concerns raised by the child themselves

## **A graduated response to SEN support**

We recognise that all teachers are teachers of children with special educational needs and are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants or specialist staff. At the heart of the learning of every class will be a continuous cycle of planning, teaching and assessment that will take into account the wide range of abilities, aptitudes and interests of children. **Quality first teaching**, which is differentiated and personalised, will be provided for all pupils. The majority of pupils will learn and progress within these arrangements, but those children whose overall attainment or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **Stage 1 – In class / year group support and monitoring**

Where children continue to make inadequate progress despite quality first teaching and appropriate support, the class teacher will work with the school's SENCO to begin to assess the child's need.

When considering if a child has SEN any of the following may be evident:

- Making no or little progress despite quality first teaching and targeted support in the child's area of need
- Having a significantly greater difficulty in learning than the majority of children of the same age
- Persistent social, emotional and behaviour difficulties which are not alleviated using appropriate behaviour management strategies and which substantially and regularly interfere with the child's own learning or that of their class
- Have a disability or health need that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Have a disability or health need that requires additional specialist equipment or regular advice or visits by a specialist service

As outlined in the Code of practice, the MY Schools Together federation will use a graduated response of **assess, plan, do and review** to identify a child's SEN. We recognise that a child has SEN where their learning difficulty or disability calls for special educational provision to be made that is **additional to** and **different from** the provision which is provided for the majority of their peers.

In some cases, interventions may be planned as part of a small group or on an individual basis. Interventions will be recorded on the MY Schools Together intervention record which follows the assess, plan, do, review cycle. This will be shared with parents/carers termly through parents' evenings.

### **Stage 2 – Cause for concern and monitoring**

If teachers have evidence that certain children are still not making good progress, despite the additional provision within the class/year group, they must refer children to the SENCO. This can be done each term using a 'main concerns' form or by arranging a meeting with the SENCO. The class teacher and the SENCO will consider all of the information gathered from within school about

the child's progress alongside national data and expectations of progress in order to decide what provision should be made.

The SENCO may complete in-class observations of the child.

The SENCO and / or class teacher should arrange to meet with the child's parents to discuss their concerns and the views of the child should be sought (as appropriate to their age, ability and understanding).

Interventions, either on an individual basis or as part of a small group, will continue to be monitored using the MY Schools Together intervention record following the assess, plan, do, review cycle. This information will continue to be shared with parents/carers at termly parents' evenings. However, it may be necessary to arrange times in addition to parents' evenings to meet with parents / carers.

### **Stage 3 – SEN support**

If a child's progress continues to be a concern and is not adequate once they have had quality first teaching and interventions, they will be categorised as SEN support and placed on the 'Special Needs' register. The decision to place a child on the Special Needs register is not taken lightly. Prior to being placed on the Special Needs register, the teacher will have, over time, regularly **assessed** the child, **planned** appropriately (including differentiation, group interventions, individual interventions, adapted resources), **implemented** the plan and **reviewed** its effectiveness. This cycle of assess, plan, do and review will continue to be recorded using the MY Schools Together intervention record. This information will continue to be shared with parents / carers at least termly through parents' evenings. It is likely that the SENCO and/or teacher may arrange to meet with parents/carers outside of parents' evenings. A person centred review may be organised by the SENCO to which all professionals working with the child, their parents/carers and the child themselves (where appropriate) will be invited to attend.

A pupil at this stage will have a SEND one-page profile.

### **Stage 4 – SEN support \***

Where a child continues to make less than expected progress and/or continues to work at levels substantially below those expected of pupils at a similar age despite evidence – based support / targeted interventions that are matched to a child's area of need, it will be necessary to seek assessment by and/or advice from an external professional or specialist teachers.

Examples of external and specialist services include, but are not limited to:

- The QEST Team
- The Educational and child psychology service
- The JIGSAW team
- Health services
- Healthy young minds
- The team for visual impairment
- The team for hearing impairment
- The team for physical disabilities
- Child development services

- Occupational therapy
- Speech and language therapy

Some of these external agencies require a separate consent form to be signed by the child's parent / carer. The SENCO will advise parents when this is needed.

The advice provided by these services will be shared with all adults coming into active learning situations with the child. This will be used to inform the child's targets and provision as evidence in their intervention record. It may be necessary to review the intervention record more frequently than termly (i.e. half-termly). A person centred review may be organised by the SENCO and all professionals working with the child, their parents/carers and the child themselves (where appropriate) will be invited to attend.

A pupil at this stage must have a SEND one-page profile.

The SENCO in conjunction with the class teacher may use the SEN support plan template provided by the local authority to monitor more closely the provision made for the child.

### **Stage 5 – School request for statutory assessment.**

A child will be considered for statutory assessment if:

- despite the school having taken **relevant** and **purposeful** action to identify, assess and meet the SEN of a child, the child has not made expected progress
- despite acting on the advice of outside agencies and working on specific targets/outcomes using a structured cycle of assess, plan, do and review, the child is still not making adequate progress
- their needs are severe or complex

The formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCOs in conjunction with parents / carers and other specialist services following the legal assessment procedures outlined in the Local offer by Oldham local authority.

A request for statutory assessment by the SENCO to the local authority, should include:

- Evidence of the child's attainment levels – both current and over time
- Evidence of relevant assessment
- Information about the child's progress over time
- Action taken by the school to address the child's SEND as evidenced in the assess - plan – do and review in the intervention records.
- Evidence of at least 3 cycles of assess, plan, do and review
- Evidence of person centred reviews
- Evidence of advice from outside agencies – notably from an educational psychologist
- Evidence that the advice from outside agencies has been used in the cycle of assess - plan – do and review
- The views of the parents
- The views of the child
- The child's health background (where relevant)

Parents may also consider starting the process to request an Education, Health and Care Plan.

## **Stage 6 – An Education, Health and Care Plan (EHCP)**

An EHCP will include:

- Details about the child: their name, date of birth, address
- Details of the child's abilities and additional needs
- Details of the educational provision necessary to meet their needs
- The name of type of school where the provision for the child's needs is to be made
- Relevant non-educational needs of the child

The SENCOs alongside the class teacher will closely monitor the effectiveness of the provision put in place for a child against their targets and outcomes listed in their EHCP. A MY Schools Together intervention record can continue to be used to monitor the child's progress against their targets.

The SENCO may use the SEN support plan template provided by the local authority to monitor more closely the provision made for the child. In addition, extra assessment systems may be used to monitor the child's progress.

Children with an EHCP may have an individual timetable showing where, when and by whom support is delivered. This will be created by the class teacher in conjunction with the SENCO.

Children with an EHCP will have this reviewed annually and the school will hold an 'Annual Review' to which the child, their parents / carers, staff working with the child in school and all agencies involved in the provision for the child will be invited.

### **Criteria for exiting SEND register**

If a child with SEND makes sufficient progress in their area of need, so that they no longer require any provision that is ***different from*** or ***additional to*** what is normally available to a child of their age through quality first teaching, they will no longer be seen as requiring SEN support and will be removed from the SEN register.

### **Supporting pupils and families**

***Oldham LA's Local Offer*** is an online resource that details services, support and guidance available to children and young people with SEND ages between 0 – 25 and their families. The link to the LA Local Offer can be found on both schools' websites and is available here: [https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

Both schools provide a SEN information report (Local Offer) which is available on each school's website.

The federation has experience of working with outside agencies such as 'POINT', who can provide additional support to parents/carers of children with SEND. Further information can be found here at <http://pointoldham.co.uk/>

The MY Schools Together federation follows the admission arrangements as set out by Oldham Metropolitan Borough Council. Further information can be accessed through their website - <https://www.oldham.gov.uk/admissions>

## **Transition Arrangements**

When children with SEND are admitted to Nursery or Reception, the SENCO and/or class teacher will make every effort to attend pre-school review meetings in the summer term before children join our Nursery / Reception classes. This is so that information about the child's needs can be shared and plans for provision can be made. If necessary, the SENCO will also liaise with the relevant outside agencies. When children with SEND are admitted to schools in the MY Schools federation from another school, every effort is made to ensure that relevant information is received as quickly as possible.

When children with SEND are transferred to other schools, the SENCO will make every effort to ensure that information is shared as soon as requested by the receiving school. They may also attend a review meeting if requested by the receiving school.

When children in Year 6 transfer to secondary school, there is close liaison with the secondary school, the SENCO and the child's class teacher. Staff from the secondary school may visit the child in their primary school and/or additional visits to secondary school may be arranged. Children with SEND may be supported on these additional visits by a member of our school staff who normally works with them. The SENCO may also organise a person centred review in the Summer term to discuss transition arrangements. The child, their parents/carers, class teacher, secondary school SENCO and all outside agencies working with the child will be invited to attend.

## **Supporting Children with Medical Conditions**

The MY Schools Together federation recognises that children with medical conditions should be properly supported to have access to education, including school trips and physical education and will use their **best endeavours** to ensure that appropriate provision is made for the child.

The MY Schools Together federation has policies on medical procedures and on asthma, which can be accessed through the schools' website.

Where children have a significant medical and healthcare need requiring additional provision, they will have a Health Care Plan, which details the child's medical condition, the provision that needs to be made for them. It is written collaboratively and the SENCo, executive head teacher, class teacher, parents, medical professionals may contribute to the plan.

Some children with medical needs as well as SEND may have an EHCP, which brings together their health needs and special provision.

## **Monitoring and Evaluation of SEND**

At the MY Schools Together federation, as part of our core offer of quality first teaching, we use a continuous cycle of planning, teaching and assessing, which is at the heart of learning in every class, to regularly and carefully monitor and evaluate the provision that we offer all children, not just those with SEND. Monitoring also takes place through regular observations of teaching by the SLT. The SENCo, in conjunction with the class teacher, also regularly monitors the provision offered to children with SEND. Class teachers use an intervention record, which is monitored at least termly, to evaluate the impact of provision provided for children with SEND. The provision offered to children with an EHCP is monitored through regular reviews and the EHCP is monitored through a person centred annual review, organised by the SENCO.

We recognise the importance of gaining pupil views at any time but they are specifically sought (as appropriate to age and ability) as part of the annual review process for children with an EHCP.

We recognise that parents have a key role to play in their child's education and we encourage all parents to make an active contribution. We take into account the wishes, feelings and views of parents. Parents are invited to discuss their child's targets at key times throughout the year with their child's class teacher.

## **Training and resources**

At the MY Schools Together federation, we receive funding for children with SEND under three main headings:

**Element 1** – An amount of money for each pupil in the school, which is the core budget for each school and used to make provision for all children in the school, including those with SEN (Code of Practice 6.95)

**Element 2** – The school's notional SEN budget, which is additional money that the school receives to help to make provision to meet children's SEND. This provision may include, but is not limited to, the use of human resources to provide small group or 1 to 1 interventions as well as physical resources and equipment that can be purchased to support a child (Code of Practice 6.96-98)

**Element 3** – Top up funding which is money provided by the local authority where a child has an EHCP that requires a high degree of provision to be made to meet their needs. This provision may include the use of human resources to provide targeted interventions and support during certain parts of the school day or any specialist equipment that may be needed to provide for the needs of the child. In order to best meet the needs of the child and gain the desired outcome, the school decides how to spend this funding as documented in their EHCP (Code of Practice 6.99)

Resources are allocated to support children with needs as previously identified. Each year provision and human resources are allocated to each year group. This provision is reviewed regularly and can change during the academic year in response to changing needs, both within each school and within the federation as a whole.

Physical resources that may help a child with SEN are purchased as and when needed following advice from professionals.

The training needs of staff are identified and planned through the process of observations and through the needs of the children in their class. All staff attend regular staff meetings where issues and training about quality first teaching can be addressed.

Wherever possible, provision is made for newly qualified teachers to attend the SEN training day hosted by QEST to provide them with an overview of high incidence SEN.

The SENCOs regularly attend local authority primary SENCO network meetings, in order to keep up to date with local and national initiatives in SEND. Both SENCOs meet with other SENCOs in the local area as part of a collaborative network. Miss Morris has also undertaken the NASENCo Award and is a member of NASEN.

## **Roles and responsibilities**

Provision for children with SEND is a matter for the federation as a whole and ***all teachers are teachers of children with SEND.***

At the MY Schools Together federation, the SENCOs are:

Mrs. C. Spence – SENCO and Deputy Headteacher at Mather Street

Miss. S. Morris – SENCO and Assistant Headteacher at Yew Tree.

The roles and responsibilities of the SENCOs include:

- Managing the day to day operation of the SEND policy
- Co-ordinating the provision for children with SEND
- Ensuring that record keeping for SEND children is up to date
- Liaising with outside agencies
- Completing documentation required by outside agencies and/or the LA
- Advising colleagues on the provision for children with SEND
- Liaising with parents of children with SEND
- Contributing to in-service staff training
- Co-ordinating a range of resources to enable appropriate provision for children with SEND
- Liaising with pre-school, other primary schools and secondary schools to ensure effective transition

(Code of Practice 6.90)

The governing body ensure that there is a named governor responsible for SEND. This is Mrs. K. Jones. The governing body use their best endeavours to follow the guidelines as laid down in the SEND code of practice (2015)

## **Storing and managing information**

Each child's primary school record is retained at school for the length of time that the child remains there. This record is transferred onto the next school when they leave. This record may

contain information relating to attendance, annual written reports to parents, any relevant medical information etc.

Documents relating to children's SEND are stored by the SENCO on CPOMS. This may include referrals to external agencies, correspondence and advice/reports written by external agencies and health services, intervention records, reports written by teachers for external agencies etc.

Each class teacher also has a class SEN file with information relevant to the needs of the children in that class.

Children with an EHCP may have a separate file, kept in their classroom and updated regularly by their class teacher, detailing their needs, provision and progress. The class teacher will be responsible for this and this will be monitored by the SENCO.

SEND files are retained at the school for the DoB of the child + 25 years as per national guidance.

### **Reviewing the SEND policy**

The SENCOs will review this SEND policy annually in conjunction with federation staff and governors.

### **Accessibility**

The MY Schools Together federation has an 'Equality of duty' policy. Both schools have wheelchair access. At Yew Tree, access to UKS2 is provided by a lift. Both schools have disabled toilet provision and Yew Tree has a disabled toilet with a ceiling hoist and bed.

### **Complaints**

The MY Schools Together federation has a complaints policy, which can be accessed on either schools' website. Your first point of contact is usually your child's class teacher, as they know your child best. You may wish to meet with the SENCO or Head of school to explain your concerns and contact with them can be made through each school's office staff.

### **Dealing with bullying**

The MY Schools Together federation has anti bullying guidance, which is available on both of the schools' websites.