



# Special Educational Needs and Disabilities Policy January 2018

## **SECTION A: SCHOOL ARRANGEMENTS**

### **1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; or
- b) have a disability which prevents or hinders them 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.

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 principles of our school are to:

- a) Provide a relevant broad based curriculum within a caring environment in which all pupils can develop and grow towards their full potential regardless of ability.
- b) Provide for and support children with special needs to follow the whole school curriculum and to achieve success and progress according to their potential.

### **AIMS AND OBJECTIVES**

- To support the individual needs of our children within an educational community, which promotes excellence and high aspirations.
- To give children with special educational needs equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- To meet the individual needs of all children to help them to maximise their potential, encouraging both social and intellectual development. To differentiate teaching and learning programmes to match the capabilities of each child.
- To provide a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning.
- To value all students equally and to foster high expectations so that children are confident of their own worth.
- To promote children's self-esteem, confidence and positive attitudes.
- To identify, assess, record and regularly review children's special educational needs.
- To work collaboratively with parents, other professionals and special educational needs advisers, to support the individual and group needs of pupils within the school.
- To involve parents/carers in the planning, supporting and reviewing of their children's progress at each stage.
- To ensure that the responsibility held by all staff and governors for Special Educational needs is implemented and maintained.

### **2. ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. At Orchard Fields Community School, responsibilities are allocated in the following ways.

The Governing Body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs. The Governing Body will;

- do it's best to ensure that the necessary provision is made for any pupil who has special educational needs, and those needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs has the support needed to access the activities of the school together with pupils who do not have special educational needs.
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the Special Educational Needs and Disabilities Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs

Governors at Orchard Fields Community School play a major part in school self-review and establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the governing body at Orchard Fields makes sure that:

- they are fully involved in developing and monitoring the school's SEND policy and are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is continually monitored.

As part of their statutory duties, governing bodies of all maintained mainstream schools must publish information about, and report on, the school's policy on special educational needs. This information is freely available to parents at Orchard Fields on the Website and on request at reception.

As with all policies, the SEND policy is subject to a regular cycle of monitoring, evaluation and review. The Governing Body will publish an annual report on, the effectiveness of the school SEND provision for children with special educational needs. The policy will be reviewed every two years.

Regulations made in the Education Act of 2005 require that the school's prospectus contains information on the implementation of the governing body's policy for pupils with special

educational needs and any changes to the policy during the last year and also details of the school's Access Plans (required under the Disability Discrimination Act of 1995). The school's prospectus must also contain information on arrangements for the admission of pupils with disabilities, details of steps to prevent disabled pupils from being treated less favourably than other pupils and details of existing facilities to assist access to the school by pupils with disabilities. This is in the Schools Equality Policy available on the website and at reception on request.

**The Headteacher** has responsibility for the management of all aspects of the school's work including provision for children with special education needs. She delegates the daily management of SEND to the Inclusion Leader (SENCO) and keeps the Governing Body informed of:

- The level of Special Educational Needs for SEND
- Ensuring and reporting on progress and attainment of pupils with SEND

**The SENCO** is responsible for:

- Overseeing the day to day operation of the school's SEND Policy
- Ensuring that pupils are correctly identified in accordance with the Oxfordshire Guidance in Identifying and supporting Special Educational Needs (2014)
- Co-ordinating provision for children with SEND through the implementation of an annual provision map.
- Working with teachers to ensure appropriate targeted provision is used effectively in class to support pupils with SEND.
- Evaluating and costing the provision map
- Overseeing the records of all pupils with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies.
- Reviewing the TA allocation annually in line with the academic year groups' needs
- Monitoring the quality of interventions.
- Carrying out appraisal for TA's and the HSCLW with other members of the senior leadership team.
- Offering training opportunities to support TA Continuing Professional Development.
- Leading on CAF and TAC procedures as necessary and attending core groups and case conferences
- Facilitating and monitoring Pastoral Support Plans and Individual Behaviour Contracts
- Tracking and evaluating the progress and attainment of SEND pupils

**SCHOOL:** All staff are responsible for meeting an individual's special educational needs and following the school's procedures for identifying, assessing and making provision for their children.

### **3. CO-ORDINATING AND MANAGING PROVISION**

The Inclusion Leader (SENCO), in collaboration with the Head teacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

SEND provision is an integral part of the school development plan.

#### **4. ADMISSION ARRANGEMENTS**

Orchard Fields Community School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

#### **5. SPECIALISMS & SPECIAL FACILITIES**

- Orchard Fields Community School have a part time Home School Community Link Worker to support families and pupils who are experiencing difficulties with attendance.
- The TAs in school have had training in specific areas of need such delivering speech and language programmes provided by the speech therapist, delivering spirals, and specific EAL support.
- As a school we buy into the Educational Psychologist service and buy in a behaviour consultant.

### **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

#### **1. ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO
- The delegated SEND budget (the SEND Index) covers the additional support required.
- Orchard Fields School follows LA guidance, given in the SEND handbook, to ensure that all pupils' needs are appropriately met.

#### **2. IDENTIFICATION, ASSESSMENT AND REVIEW**

Orchard Fields Community School does not assume that there are hard and fast categories of special educational need. It recognises, that each child is unique and that needs are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children will have needs and requirements which may fall into at least one of four areas, many children will have interrelated needs. The impact of

these combinations on the child's ability to function, learn and succeed are taken into account.

The areas of need are:

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

As a school we believe that although needs and requirements can usefully be organised into areas, individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have emotional difficulties or a sensory impairment. In some cases pupils will have needs that are not only complex but also severe.

Quality first teaching that ensures all pupils have access to a range of teaching styles and appropriately differentiated learning and is at the centre of good provision for all pupils including those with SEN. We follow the Guidance set out in the Oxfordshire County Council (OCC) document; Identifying and supporting Special Educational Needs (May 2014) to identify pupils who have SEN. At all points we encourage parental involvement in identifying and planning for their child's needs.

We;

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings
- always involve them in regular reviews

Discussions are held with the class teacher, parent and pupil and evidence of a pupils needs will be collected from all involved. The OCC descriptors from the 2014 Guidance are completed and if it is decided that the pupil has a Special Educational need the pupil will be placed on the SEND register at SEND Support.

SEND Support involves;

- Interventions that are additional or different from those provided as part of the usual differentiated curriculum and are put in place by the class teacher in liaison with

the SENCO and parents. This may involve 1-1 or small group support delivered by a teacher or teaching assistant.

- This action may often include the involvement of external support services to advise on new or specialist strategies or materials or provide additional assessment. We will always seek parental permission before referring a child to an external specialist, and before referring parents to other agencies for support.
- Pupil Profiles are completed in liaison with the pupil and parents. These identify needs and strengths and establish outcomes to work towards and how this will be supported.
- Termly reviews are held with the teacher, parents and pupils. These reviews look at progress made towards identified outcomes and plan what the next steps should be.

Education, Health and Social Care plans.

If the support identified through SEND Support fails to make an impact on the progress of pupils with SEND, over a sustained period of time, or if a pupils' difficulties are complex and require further assessment, it may be appropriate to request an Education, Health and Social Care Plan.

At Orchard Fields Community School we use an SEND Action Record to track intervention, provision and outcomes. This comprises of:

- Pupil details
- Specialist input/intervention record sheet
- Assessment evidence and data tracking. i.e. standardised test results/National Curriculum Levels/Stages and tracking of attainment and progress
- External involvement record
- Pupil Profiles are completed in liaison with the pupil and parents. These identify needs and strengths and establish outcomes to work towards and how this will be supported

We encourage parents to

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out expectations of both sides.

### **3. CURRICULUM ACCESS AND INCLUSION**

Orchard Fields Community School strives to be an inclusive school, with a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

### **4. EVALUATING SUCCESS**

The success of the school's SEND Policy and provision is evaluated through;

- monitoring of classroom practice by the Headteacher, Senior management Team, SENCO and Subject co-ordinators

- analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
  - against national expectations
- regular monitoring of procedures and practice by SEND Governor
- the School Development Plan and SEND Development Plan

## **5. ARRANGEMENTS FOR COMPLAINTS**

As a school we endeavour to ensure that children with SEND receive the level of support they require. We strongly believe and practise 'partnership with parents'.

If a parent wishes to express concern about the SEND provision made for their child they should approach the class teacher in the first instance. A meeting will be arranged which could involve the SENCo. If parents are still not satisfied a meeting will be arranged with the SENCo/Headteacher. Where it is not possible to achieve a satisfactory outcome, matters can be taken to the Governing Body via the designated governor for SEND or the Chair of Governors.

In the event of a formal complaint concerning special educational needs provision for a child, parents should contact the Headteacher and follow LA procedures. Information is available from the Headteacher on the Code of Practice, guides to provision, the SEND tribunal and how to contact the LA.

The school can put parents in contact with the Parent Partnership Service and Independent Parent Supporters who can provide flexible services for parents and empower parents to play an informed and active part in their child's education.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

The ethos of the school is to welcome the sharing of teaching approaches, and there is a commitment by the staff to gain expertise in the area of SEND. Within the school, colleagues support each other in providing for children with SEND. This includes the sharing of resources, the transfer of accurately kept and up to date records and being prepared to share in discussions and meetings for the development of SEND provision. SEND features regularly on the staff meeting schedule and the SENCO is available for informal discussions with staff.

The SENCO attends Locality Inclusion Briefings three times a year, and participates in a Banbury SENCO support group. SENCO/Class Teacher/TA meetings are considered to be staff development meetings as well as for the sharing of information.

### **1. STAFF DEVELOPMENT**

All staff have opportunities to attend externally and internally run training for professional development. The SENCO provides opportunities for staff development on SEND issues through staff and team meetings. The SENCO supports NQT's and new staff to explain the

schools' SEND Policy and procedures and supports their practice. The SENCO works regularly with all teachers to continue to develop their expertise in providing inclusive teaching and targeted support for pupils with SEND.

## **2. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

Advice is sought from outside agencies where necessary in identifying, assessing and meeting children's special educational needs. Outside agency expertise such as Educational Psychologist and Behaviour support will be bought in for individual pupils as appropriate.

Some of the services we regularly link with are:

- Health Services, including the School Nurse, PCAMHS, CAMHS, Occupational Therapist, Physiotherapist, etc.
- Speech and Language Therapist
- Language and communication Advisory Teacher
- The Downs and Complex Need Service
- The Vision Impairment service
- The Hearing Impairment service
- The Banbury Early Intervention Hub and Social Services.

Contact is maintained with Early Years Special Educational Needs Inclusion Teachers (EYSENIT) who work with families with pre-school children.

## **3 PARTNERSHIP WITH PARENTS /CARERS**

Orchard Fields Community School believes that the work of professionals can be more effective when parents are involved; particularly when a child has SEND. We aim to promote a culture of co-operation between parents and school believing that this is important in enabling children with SEND to achieve their potential. We aim to inspire parental confidence by establishing a reciprocal relationship with parents as partners in their children's learning, making the best use of parents or carers knowledge of their child's development.

Orchard Fields Community School works closely with parents and is open and realistic about children's needs. Parents receive accurate information when they meet with teachers so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behavioural and social adjustment at school. The parent's right to know about any particular problem or difficulties is respected and their views encouraged and listened too. Parents are involved in the initial identification of their child's individual needs and the reviewing and monitoring of provision and progress. Parents are consulted before any outside agencies are involved in assessing a child's progress or behaviour and are asked to support strategies instigated. Parent, Pupil, Teacher review meetings are held termly, but parents are always welcome to arrange a mutually convenient time to discuss any aspect of their child's schooling with the class teacher. The SENCO is also available to discuss any concerns.

## **4 THE VOICE OF THE CHILD**

Orchard Fields Community School believes that all children should be involved in making decisions where possible right from the start of their education. Confident young children,

who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

We encourage pupils to participate in their learning by making sure they know what their targets are; giving them the opportunity to review the progress they have made and have their opinions and aspirations listened to.

Pupils contribute to their reviews through a variety of ways appropriate to their age and development, such as drawings, diagrams, photos, written proformas etc.

Pupils attend their reviews and are encouraged to participate as appropriate.

We support pupil's well-being through lots of opportunities to have a voice. All children have opportunities to share their views through their class School Council Representatives. In class, regular circle time sessions offer children opportunities to voice their opinions and concerns.

Members of the Senior Management Team conduct questionnaires with children about their learning.

Our Nurture TA works is available at playtimes and lunchtimes and pupils can go to her with any worries they may have.

## **5 TRANSFER ARRANGEMENTS**

At Orchard Fields Community School we aim to make the transfer arrangements as supportive as possible. In Year 6 a member of the SEND staff of the receiving school comes to the school where they meet with the Year 6 teacher and the SENCO and the needs of the SEND pupils are noted. There are a range of programmes offered by the secondary schools in the second part of the summer term, which transferring pupils can attend. These are particularly valuable for pupils with SEND. Additional visits to the receiving school can be arranged where necessary and staff from receiving schools will be invited to attend the termly review if appropriate. All relevant paperwork is passed to the receiving school and signed for by them. Specific arrangements are in place which will facilitate a smooth transfer to secondary school for pupils with statements/EHCP. Discussions about secondary school placements will take place during the Year 5 Annual Review, so that parents can fully consider the options available.

Arrangements for children who transfer to schools outside the partnership will be dictated by those schools.

For children with SEND starting in our Foundation stage we will liaise with their pre-school setting to put a transition package in place if it is needed. This will usually take the form of a transition meeting with parents, pupil, SENCOs from both settings, Head teacher and any outside agencies involved. We will then develop an appropriate plan to support the child's transition. We also do home visits to all children when a child starts in Foundation Stage.

**Review**

This policy will be reviewed every 2 years by the Head Teacher, SENCO, Inclusion Leader and the Curriculum Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Reviewed: January 2018

Next review: January 2020