



Special Educational Needs and Disability (SEND) Policy

This policy was created in January 2015.

Policy Approval Date: September 2017

Approved by the Full Governing Body Meeting via email see minutes dated 26/09/2017

Review Date: September 2018

Vision – To be a fully inclusive school where all children’s learning needs are taken into account and reasonable adjustments and provision are made, so that they can access a broad and balanced curriculum.

Compliance

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following documents and guidance.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2014)
- Child Protection Policy
- Accessibility Plan
- Teacher’s Standards 2012
- Oughton Primary School Transition Procedures

This policy has been created in consultation with the school community including governors, parents and staff and is written alongside the school’s SEN information Report.

Aims

Oughton Primary and Nursery School aims to provide a broad, balanced, creative and inclusive education with high expectations for all children thus creating independent individuals who make a successful transition to secondary education. All children are entitled to “high quality teaching that is differentiated and personalised” but

“Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” Code of Practice 2014

This policy describes the procedures and systems that have been established for providing an integrated education for all children with special educational needs, whilst providing access to a broad and balanced curriculum.

Definition of Special Educational Needs and Disability

This policy is based on the definition of special educational needs as stated in the Special Educational Code of Practice 2014 DFE 2014, introduction paragraph xiii, xiv p.4.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a significantly greater difficulty in learning than the majority of others at the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

The Code of Practice 2014 (paragraph 6.27) defines four broad areas of special educational need:

- *Communication and Interaction* (this includes children with speech and language needs, Asperger’s Syndrome and Autism)
- *Cognition and Learning* (this includes conditions such as dyslexia, dyspraxia, dyscalculia, through to moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties)
- *Social, Emotional and Mental Health difficulties* (this includes children who may be withdrawn, isolated or display challenging behaviours)
- *Sensory and/or Physical Needs* (this includes children with sensory difficulties such as hearing/ vision impairment or physical difficulties)

It is important to note that behavioural difficulties alone do not automatically mean that a pupil has SEN. They may however be caused by other difficulties which may include SEN. Slow progress and low attainment do not necessarily mean that a pupil has SEN; alternatively it should also not be assumed that a child does not have SEN if their attainment is age related. Identifying and assessing SEN pupils whose first language is not English requires care; difficulties relating solely to limitations in English as an additional language are not SEN.

Disability

The Equality Act 2010 defines a disability as “a physical or mental impairment which has a long term and substantial adverse effect on their abilities to carry out normal day to day activities.” Pupils with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN.

Role and responsibilities

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including pupils who have SEND. Class teachers have responsibility to monitor and evaluate pupil’s progress and to set future targets for them.

All children in the first instance are entitled to high quality first teaching which is differentiated for individual pupils.

Sometimes, it may be necessary to put in place additional support or targeted intervention. This support may be delivered by a Teaching Assistant or a teacher and often takes place in the classroom. On occasions some interventions may require the child being taken out of the classroom. Where this is necessary detailed planning takes place to minimise any disruption to learning. Interventions can range from a short daily session to longer less frequent sessions on a weekly basis depending on the need of each child. Sessions may be delivered on an individual basis or within a small group. It must be noted that interventions are part of everyday classroom practice and that many children who participate in interventions do not have SEN but need support in particular aspects of their learning.

Whilst it may be easier to deliver interventions outside of the classroom environment, care will be taken not to isolate the child from their peer groups. It is the responsibility of the class teacher to monitor and assess progress of SEND pupils working with a Teaching Assistant.

The key responsibilities of the Inclusion Manager includes the following:

- Overseeing the day to day operation of the school's SEN policy.
- Co-coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after children has SEN.
- Advise on the graduated approach to providing SEN support.
- Advising on the deployment of the school's designated budget and other resources to meet pupils' needs effectively.
- Liaising with parents/carers of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, external agencies, the local authority and its support services.
- Liaising with potential next providers of education to ensure that a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Determining Special Educational Needs

For some children SEN can be identified at an early age, however for other children and young people difficulties only become evident as they develop. Therefore it is essential that a pupil's special educational needs are identified as early as possible. In determining whether a pupil has SEN as much information as possible is gathered. This includes

- Teacher observation
- Teacher assessment
- National curriculum assessments
- Information from previous schools
- Parent/carer views
- Pupil views.

In addition to the above, it may be necessary for the Inclusion Manager to carry out specific specialised assessments. Parents/carers will always be informed of our concerns and the results of any screening and or assessments that have taken place.

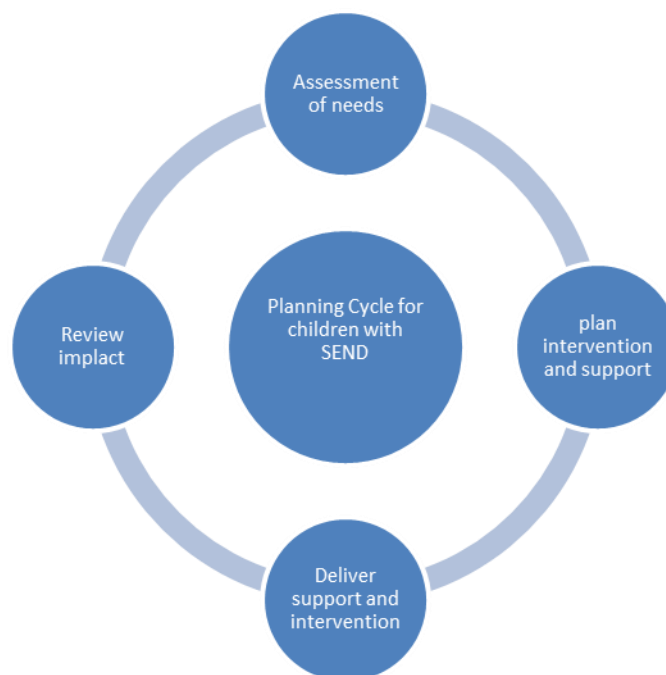
Provision - A Graduated Approach to SEN

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations or children making less than expected progress will usually be identified through half -termly Pupil Progress Meetings.

If the school are concerned about a child's progress, then the Inclusion Manager will have discussions with the class teacher and support and adjustments will be put in place. Discussions with the child will also occur to highlight any areas of difficulty they may have identified themselves. In the first instance, the school's response would be high quality teaching targeted at the pupil's area of weakness and the pupil's progress monitored closely over a period of time. Parents/carers will be informed of this.

If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs would take place. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. The Inclusion Manager may also undertake some additional specific assessments.

If it is indicated that a pupil requires SEN Support parents/carers will be consulted and involved throughout this process. Additional support and intervention will then put in place and its impact closely monitored. The pupil's progress will then be discussed at half-termly pupil progress meetings and termly parent meetings. Parent meetings are aligned to the normal cycle of discussion with parents/carers of all pupils. Interventions may then be adjusted to ensure that it meets the specific needs of the child.



We adopt a cyclical approach of assessing, planning, delivering and reviewing in order to meet the needs of children with SEN. Each intervention is carefully planned to ensure it is the most effective for each individual child with their own particular needs before it is implemented.

Occasionally it is necessary to seek advice from external professionals. At Oughton we receive advice and support from a number of external services including:

- Educational Psychologists,
- Woolgrove School,
- Autism Advisory Teachers
- The Specific Learning Difficulties Base (SpLD)
- Speech and Language Therapy team
- Child and Adolescent Mental Health Team (CAMHs)
- Step 2
- Child Development Centre (CDC)
- Specialist Teachers for Sensory Impairments e.g. physical, visual or hearing impairment.
- North Herts Primary Support Service
- Hitchin Partnership Behaviour Support Service

Parents/carers will always be consulted regarding these discussions. Advice received from external professionals will be used to ensure that our school support best meets the individual pupil's needs.

If a child has consistently met their targets over a period of time they may no longer require SEN Support but their progress will continue to be monitored to ensure that they continue to make progress.

Data and Record Keeping

Each class/year group has a provision map. A provision map records what provision is in place for: all children with reasonable adjustment; some children regarding specific interventions and a few children who require highly specialised support. Each class provision map is updated and reviewed at least three times a year and is cross referenced to the minutes of pupil progress meetings. The school uses a computer based system to record, collate and track progress across the school. This data informs the provision maps and pupil progress meetings and from this targets are set for all children. Children with more complex needs will be given highly personalised interventions and support and this will be recorded on their individual profile sheet.

Education and Health Care (EHC) Plans

The majority of pupils with SEND will have their needs met within school. In some cases where pupils have multiple and complex needs, it may be necessary to conduct an EHC needs assessment (Education, Health and Care) in order for the local authority to decide whether it is necessary for it to make provision through an EHC Plan.

The purpose of an EHC Plan is to ensure that purposeful provision is made securing the best outcomes for the individual across education, health and social care and as they get older, prepare them for adulthood. Children with existing Statements of Educational Need will be transferred to a new EHC Plan. The timescale for conversion is governed by the Local Authority. The new EHC plan will provide the same statutory protection and rights as a Statement.

Where a child has not made expected progress despite purposeful activity by the school to meet the SEN, the school or parents can ask the local authority to conduct an Education, Health and Care needs assessment. The local authority must then make a decision about whether an EHC needs assessment is necessary. Following an assessment, the local authority decides whether or not to issue an EHC plan. The EHC plan must specify the outcomes sought for the child and decisions about content should be made together with parents and the child. The plan will detail the special educational provision required by the child. All EHC plans will be reviewed annually with parent, pupil, LA, school and external agencies.

Transition (for more detailed information please see SEN Information Report)

Transition between phases of education is planned for all children but some children require additional and for some specialist support with transition between year groups, schools and or phases of education. This additional and specialist support is carefully planned and prepared for.

Funding

The school receives, through the Local Authority, annually allocated funding for Special Educational Needs, based on a formula of Predictable Needs. The school aims to meet the needs of each child, by providing the most suitable type of provision required at any particular time in their development. Accordingly classroom assistant and support hours are allocated across the school.

Pupil Participation

“Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight to the age, maturity and capability of the child”. UN Convention on the Rights of the Child – Articles 12/13.

Children are encouraged to set, monitor progress and review their personal learning targets. This is facilitated by the class teacher and involves the parents/carers.

Partnership with Parents and Carers

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.” Code of Practice, 2014

Parents/carers are informed when a teacher has concerns about a child’s progress, and are consulted with regard to the action to be taken.

When a decision is made to provide SEN support, this will always be after consultation with the parents. They are encouraged to meet regularly with the class teacher and/or Inclusion Manager and to support the targets at home.