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Windrush Valley School

Policy Documents Annual Review Record

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Special Educational Needs and Disability Policy

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and children who have SEND may also have a disability under the Equality Act 2010 – that is ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. Children and children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.’ (Code of Practice).

This policy applies equally to all pupils including those in EYFS. The school takes a sympathetic and professional whole-school approach to pupils with SEND.

Legislation and Regulation

This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The General Data Protection Regulation 2018 (GDPR)

Principles underlying Practice

The Code of Practice describes the principles that should be observed by all professionals working with children and children who have SEN and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of children;
- Make high quality provision to meet the needs of children and to ensure equality of opportunity;
- Consider the views of children and their families;
- Enable children and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

To ensure the needs of pupils with SEND are addressed, the school will:

- Identify and assess pupils with SEND, which may involve a referral for further assessment by external professionals;
- Develop and monitor support measures where a need is identified;
- Ensure the SEND Register is circulated amongst all staff;
- Ensure confidential communication on learning needs and progress of pupils is circulated as appropriate;
- Ensure that pupils are taught with due regard to their strengths, learning needs and academic potential;
- Communicate effectively with parents of pupils with SEND.

Identifying Special Educational Needs

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We assess all children within six weeks of admission (allowing time for pupils to settle), and at least annually thereafter. Parents may approach the school at any time to request an assessment of their child's needs.

The school recognises the categories of need as defined in the SEN and Disability Code of Practice.

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

Bullying

- The policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that, if left unresolved, can become a child protection matter. The school takes seriously any bullying concerns and both investigates and acts to protect pupils where appropriate.
- The school liaises with the anti-bullying co-ordinator from OCC where appropriate <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
- See full details in the Anti-bullying policy.
- Staff recognise that the bullying of children with SEND is also a Safeguarding issue
- The school will support both the victim and perpetrator as per the Anti-Bullying Policy

Early Years

This policy applies to children in the early years. Mrs Emily McGurk, EYFS lead and whole-school DSL has responsibility for SEND in the early years.

The Graduated Approach

The SEND Code of Practice states that, *'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'*. In our school class teachers remain responsible

for the individual progress of pupils irrespective of the level of support offered/provided; they provide the first and continuous point of contact for parents.

The school utilises a graduated approach to identifying and supporting pupils with SEND as described in the SEN Code of Practice 2015, based on a continuous process of *identification, assessment, planning, implementation* and *review*. The school will endeavour to make reasonable adjustments to maximise pupil's access to the curriculum. In most cases, pupils' needs are met through high quality teaching in the classroom.

The school's graduated approach is in three broad phases to meet individual need:

- Phase 1: In class curriculum adjustment
 - The class teacher ensures that pupils with SEND receive appropriate adjustments to the curriculum, including teaching method and individual learning styles, resources and time adjustments.
- Phase 2: In class additional support
 - Where a TA is utilised to provide individual support to pupils under the direction of the class teacher.
- Phase 3: Withdrawal to specialist help
 - Where the child is withdrawn from the classroom for specialist support for brief periods of time.

The school uses a range of assessment data to support its identification of SEND and in devising appropriate teaching and support strategies, as follows:

- Standardised tests (e.g. GL Assessment, NFER, CAT4);
- Educational Psychologist (EP) or Specialist Teacher reports;
- Information from previous schools for new pupils;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and

Class teachers implement strategies in response to identified need and then review outcomes within a reasonable time frame, usually half-termly. Termly review cycles include meetings with parents in order that any necessary adjustments to the support programme has their full support.

Where necessary the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- CAMHS involvement;
- EHCP request; and/or
- GP review.

Pupils on the SEND Register

In accordance with its legal obligations (SEND Code of Practice DfE 2015) the school maintains a register of all pupils receiving additional support; it also includes a (non-statutory) separate register of those pupils identified as being at-risk of not making sufficient progress but who do not otherwise require additional support or a differentiated curriculum. All children on the SEND Register also benefit from a specific Individual Education Plan (IEP) which is circulated to all staff for information and implementation; which also serves as a continuous record of progress. Where a pupil no longer requires the additional provision or support, their entry is deleted from the SEND register.

Identification and Assessment of Need

Early identification and assessment of SEN is important in ensuring positive long-term outcomes for pupils. Identification is carried out in the following ways:

- The class teacher identifies pupils that are making less than expected progress against class, developmental and curriculum targets
- Pupils attainment and current skills are assessed on entry through observation, checklists and expected milestones.
- Dyslexia screening is completed for all pupils from Year 1 upwards.
- Concerns raised by parents/carers of pupils.
- Concerns expressed by pupils themselves.

All information is gathered by the SENCO who will contact the parents before seeking further information through specific assessment. Information is also gathered from parents, including

- information about the child's health and development when he/she was younger
- behaviour at home and parent's views on progress at school
- the possible causes of the child's difficulties, including familial traits.

Dependent on the level of concern and degree of support offered, the pupil is placed on either the SEN register or the at-risk register. The SEND register is regularly up-dated (usually termly) and circulated to all staff.

Planning

The SENCO takes lead responsibility for co-ordinating special educational provision, working with the class teacher, to ensure the consistent implementation of the IEP.

The SENCO will liaise with the pupil's teachers and parents. The parents may be asked to co-operate with the plan by following defined activities at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The pupil's views are an integral factor of the process and accordingly pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, taking into account their age, ability and past experiences.

Where necessary, all staff are assisted by on-going external specialist support throughout the process.

Review

The support and progress of pupils are reviewed regularly and adjusted accordingly through the implementation of the IEP (usually termly). The SENCO keeps a close check on how the pupil is progressing and records his or her progress carefully through assessment, progress reports, observations and meetings. The parents are fully involved throughout and confirm their support for the intervention strategies by signing the IEP.

All teaching staff are aware of the school's procedures for identifying, assessing and providing for pupils with SEN.

Access to the curriculum

The school endeavours to ensure that every child's entitlement to full access of the curriculum at the appropriate level is met. However, it is recognised that some subjects or activities may be unsuitable for certain pupils with SEN. All pupils are fully integrated within the school.

SEN in-service training

Training for staff and the SENCO is provided from time-to-time to ensure that staff skill and expertise is maximised in order to meet all identified need extant in the school.

External support services

Windrush Valley School has developed links with external support services and advises parents where the necessary support/assessment may be found. The school will endeavour to support any arrangements or recommendations arising from such support services providing they can be met within the school's provision. Payment may be necessary for some additional services.

Partnership with parents

The school values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to any information retained by the school including the right to be involved in decision-making.

Individual pupils whose names are placed on the SEND register are discussed with their parents so that they are involved at an early stage, and their views are encouraged and recorded. Parents are encouraged to approach the school about any concerns that they might have about their child's progress. The wishes and feelings of parents are represented and recorded at reviews of progress meetings. Parents are given:

- information on the school's SEND policy
- the name of the SENCO and the name of any member of staff involved in giving learning support to their child
- information on the support available to their child at school
- information on the parents' expected involvement in assessment and decision-making

- information on local and national organisations which might provide information, advice or counselling, e.g. Oxfordshire Dyslexia Association
- information on outside agencies, e.g. Educational Psychologists, who may need to be consulted

It is recognised that pupils with SEN will need support at home, as well as at school, in order to meet their targets. Support, advice, resources and guidance will be provided to parents to encourage their involvement in this process.

Links with other schools, including transfer and transition

Windrush Valley School accepts pupils aged 3 to 11, in accordance with its admissions policy. When pupils with SEN and Disability are admitted, the previous school is requested to provide details of the pupil's needs and the support programme provided. Where pupils transfer from Windrush Valley to another school, their personal records detailing the support programme offered and the reasons for this, are forwarded prior to transfer. The SENCO will contact the receiving school in order to ensure the smooth transition of information, including a meeting with the receiving school's SENCO,

EHC Plans

Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

External Agencies

We always work proactively and collaboratively with external agencies.

Exam Concessions including Extra Time

Exam boards, including SATs, set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Headteacher will apply these concessions according to need and adherence to DfE regulations. If a laptop and/or an amanuensis is part of a normal way of working in lessons then it may be used in examinations.

Management and Roles

All schools have duties under the Equality Act 2010, to ensure that '*reasonable adjustments*' are made for pupils already attending the school, and also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Headteacher and Proprietor regularly review how SEND expertise and resources are used as part of their approach to school improvement. The SENCo for the school is Mrs Vicky Taylor; an experienced and trained TA with specialist qualifications.

Class teachers

- Are responsible for the progress of pupils with SEND.

The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for pupils with SEND.
- The SENCO provides professional support to colleagues, works closely with pupils, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENCO works with the Headteacher and Proprietor in determining the strategic development of the SEND Policy and provision within the school.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
 - o Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - o Monitoring the effectiveness of any special educational provision made;
 - o Securing relevant services for the pupil where necessary;
 - o Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
 - o Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
 - o Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
 - o Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - o Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
 - o Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
 - o Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
 - o Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

Document Retention

We are required to keep SEND documents for specified amounts of time in accordance with legislation.

Complaints

All complaints should be dealt with through the school's agreed Complaint Procedure.

Alan Wood
September 2018