



Oakham Church of England Primary & The Parks School

Passion, Fellowship, Pride, Humility, Perseverance, Hope, Purpose & Thankfulness

Special Educational Needs & Disabilities (SEND) Policy

Date	September 2020
Approved by Headteacher	Steve Cox
Approved by Chair of Governors	Stewart Needham
Review Date	September 2021

“In loving Christian **Fellowship** we equip everyone to have a **Passion** for life and learning. To have **Pride** in our local community and be **Thankful** for all the parts which make us whole. Building **Hope** and resilience to **Persevere** and develop a sense of **Humility** and **Purpose** in our lives.” Our Vision is at the forefront of our thinking and decision making when writing, reviewing and updating all school procedures and policies.

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SEND Policy

This policy has been created by the school’s SENDCO with the SEN Governor and in liaison with the school’s governing body, the Senior Leadership Team and in response to the SEN Code of practice (2015), after consultation with all stakeholders, including pupils and their families. This policy is to be read in conjunction with the SEND Information Report.

1 Introduction

- 1.1 Our school provides a broad and balanced curriculum for all children. Some children have individual learning requirements, which could create barriers to learning. Teachers take account of these requirements and make additional provision to support these children and enable them to participate effectively in the curriculum and to achieve the best possible progress from their individual start points.
- 1.2 Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs of individual children.

2 Philosophy

- 2.1 All children regardless of their strengths and areas for development are valued members of our school community. They should feel secure and supported, have opportunities to experience success and know that expectations of them are high so that they can be the best they can be.
- 2.2 All children are entitled to a broad and balanced curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.
- 2.3 Effective assessment and provision with the greatest degree of partnership between children, parents, school, the LA and other agencies will enable the child’s needs to be met with success. Following the ‘Assess – Plan – Do – Review’ format outlined in the Code of Practice (2015), we ensure all children are accessing Quality First Teaching as a part of their Universal Entitlement, additional support if required and given targets to ensure progress is being made. Children who have a Local Authority (LA) EHC plan will have an IEP setting out their targets. Some children, if stated in their EHC, will be taught within our Designated Special Provision (DSP).
- 2.4 We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential.

3 Aims and objectives

- To ensure that wherever practically possible all children with Additional Needs have their needs identified and met.
- To make clear the role of all partners involved in the support of individual children.
- To enable all children to have full access to all appropriate elements of the school curriculum.
- To implement intervention strategies to target the underlying learning needs of individual children to enable them to access the curriculum.
- To endeavour to create an environment that meets the Additional Needs of each child.

4 Educational Inclusion

4.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

4.2 Teachers respond to children's needs by:

- providing additional support for children who need help with communication and language skills;
- planning to develop children's understanding through the use of all available experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely
- supporting individuals in managing their emotions, (eg, anxiety, trauma or stress).

5 Special educational needs

5.1 Children with Additional Needs may require special provision to be made.

There are four broad areas of need:

- a) Communication and Interaction - a child could have speech, language or communication needs. Children may have a diagnosis of an Autistic Spectrum Condition (ASC) which may impact on their communication skills
- b) Cognition and Learning – The majority of students with learning difficulties will have a General Learning Difficulty (GLD) which will be identified early in their school career. In most cases, they will have difficulty acquiring basic numeracy and literacy skills and may have associated speech and language difficulties. They may well find it hard to deal with abstract ideas and to generalise from experience. Other students may have specific learning difficulties (SpLD); these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.
- c) Social, Emotional and Mental Health (SMEH) - students may present as withdrawn or isolated and may become challenging and / or disruptive. These issues may reflect

underlying mental health difficulties such as anxiety, depression, self-harming or substance misuse.

- d) Sensory and physical needs - some students may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some students may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

- 5.2 A number of factors may be a barrier progress and attainment in addition to SEND, but are not classed as SEND include:

Behaviour

English as an Additional Language

Attendance and punctuality

Health and welfare

Being a looked after child

Being in receipt of pupil premium grant

Being a child of a serviceman/woman

Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)

- 5.3 Children with Additional Needs will have their needs met through a ‘graduated response’ in line with the Code of Practice (2015).

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four part cycle:

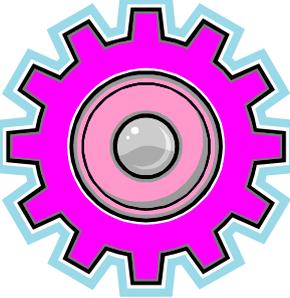
Assess: an analysis of the child’s needs will be carried out by the class teacher and SENDCo.

Plan: if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.

Do: interventions/support will be delivered.

Review: the effectiveness of the intervention/support will be reviewed regularly. We aim to work with the child and parents throughout this process.

In our school this is known as a Tiered Approach:

	<p><u>Level 4 (Red): Team Around the School.</u></p> <ul style="list-style-type: none"> • Gathering evidence to have a conversation with parents/Head Teacher to go ahead with an EHC referral. • SENDCO contacting EP • SENDCO contacting outside agencies • Child will continue to need level 3 support whilst waiting for EHC.
	<p><u>Level 3 (Pink): SAFS Team</u></p> <ul style="list-style-type: none"> • If a child has not met their provision map targets for the 2nd term, discussion with SaFS Team/SENDCO to be arranged. • Decision will be agreed regarding level of intervention for the following term. • An IEP may be created and shared with parents and child. • Where capacity allows involve key worker to support learning within classroom. Class teacher to liaise with key worker on a weekly basis so the IEP informs planning. • SENDCO may liaise with outside agencies (OT, SALT, School Nurse, EP). • Assess IEP targets at the end of the time period with the Class teacher and Key worker. • If no progress within the first IEP cycle, a further IEP will be created. SENDCO may contact EP for advice. Progress will continue to be monitored. If no progress has been made in the 2nd cycle of IEP's intervention proceed to level 4. • If some progress has been made continue this level of support for up to 2 further cycles (i.e. one academic year of IEP's). If continued progress within these cycles then at the end of the one year period an exit review to plan next steps (level 2).
	<p><u>Level 2 (Yellow): Peer Support</u></p> <ul style="list-style-type: none"> • Share concerns at weekly team meetings. • Set targets (max 2/3 clear SMART targets) 6 weeks. • Class teacher to liaise with parents to share targets. • Targets assessed at the end of a 6 week period at weekly team meetings. Information to be put on a provision map and new targets agreed if child has met. • If child has not met these targets discussion with Team Leader to break target in to smaller targets. • Where appropriate a child will be presented at an ATM for peer support.
	<p><u>Level 1 (Blue):</u></p> <ul style="list-style-type: none"> • Rapid intervention within the classroom confined to a term (max 6 weeks)(same day catch up with children)



Universal Entitlement (Green)

- Quality First Teaching
- Differentiation
- Accurate and timely assessments
- Where capacity allows support from additional adults
- Visual support within the classroom (displays)
- Scaffolding
- High quality resources
- Engagement with parents- parents evening.
- Ensuring the universal offers for R,W and M are in place.

5.4 In our school the Special Educational Needs Co-ordinators (SENDCOs) are Ms Smith and Mrs Marples. They are responsible for:

- ❖ Managing the day-to-day operation of the policy;
- ❖ Co-ordinating the provision for individual pupils;
- ❖ Equipping every member of staff with the confidence to address SEN;
- ❖ Managing responses to children's additional needs;
- ❖ Supporting and advising colleagues;
- ❖ Seeking advice from external agencies where necessary;
- ❖ Supporting colleagues in the completion of assessments;
- ❖ Contributing to and managing the records of all children with additional needs;
- ❖ Managing school-based assessment and in partnership with class teacher completes the documentation required by outside agencies and the LA;
- ❖ Acting as a direct link with parents;
- ❖ With support from colleagues, organising resources and a range of teaching materials to enable appropriate provision to be executed;
- ❖ Liaising with external agencies and other support agencies;
- ❖ Monitoring and evaluating the school's SEN provision and reports to the governing body;
- ❖ Supporting and encouraging the role of colleagues to enable them to work effectively with children with Additional Needs;
- ❖ Working as part of the Leadership Team.

6 The role of the governing body

All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND). It is their responsibility to ensure the SEND Policy is implemented within the school.

7 Allocation of resources

- 7.1 The SENDCOs are responsible for the operational management for children with Additional Needs including children with EHCPs.
- 7.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been allocated.
- 7.3 The head teacher, business manager and the SENDCOs meet to agree on how to use SEND funding.

8 Assessment

- 8.1 Early identification of SEND is vital. Teachers are encouraged to present children causing concern at Achievement Team Meetings (ATMs)- Tier 2 (Peer Support). Here a collaborative approach is undertaken to offer support and strategies for children that need support. The impact is evaluated after a 6 week intervention. The class teacher informs the SENCO of any concerns at the earliest opportunity.
- 8.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices and with the addition of further assessment tools where needed.
- 8.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 8.4 The class teacher and the SENCO will monitor progress on a termly basis and provide detailed and accurate information to set appropriate targets.
- 8.5 The school uses a four stage model (The **Tiered Approach** set out above) in response to children's Special Educational Needs based on those set out in the Code of Practice, 2015.
- 8.6 For a small number of students, the support given by the school through SEN support may not be sufficient to enable the child to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to make a request to the Local Authority (LA) to initiate a statutory assessment for an EHCP, providing that this adheres to the LA criteria. All EHCPs are reviewed annually. This annual review ensures that once a year (or twice a year for children in Early Years) the parents, the student, the LA, the School and other professionals involved, consider both the progress the student has made over the previous 12 months (or 6 months for those in Early Years) and whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. It should involve the agencies that may play a major role in the young person's life both within and beyond school.
- 8.7 Criteria for exiting the SEN register: The Senior Leadership Team and SEN team reviews the attainment and progress of all pupils on the SEND register every two terms. The regular monitoring of assessment data in English and Maths also provides evidence of progress and is used to inform decisions about movement off the SEND record. If we feel that the student no longer needs School Support, we would discuss this with parents in line with the individual learning plan review. Parents are notified by letter and by telephone to arrange a meeting. If they have any concerns they can contact the SENDCO to discuss them.

9 Inclusion

- 9.1 Children will be supported appropriately to access all areas of the curriculum.
- 9.2 We have a duty under the Equality Act (2010) towards individual disabled children and young people to prevent discrimination and to promote equality of opportunity as well as prioritising Children Looked After (CLA) for school-based additional support (DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018).

- 9.3 As a school we regularly review and evaluate the breadth and impact of the support we offer or can access. We co-operate with the LA in reviewing the provision that is available locally and in developing the Local Offer.
- 9.4 Where appropriate we collaborate with other local education providers to explore how different needs can be met most effectively.
- 9.5 We are a partner in the local Education Inclusion Partnership and the Executive Headteacher is part of the Partnership Panel.

10 Partnership with parents

- 10.1 The school website contains details of our policy for special educational needs and SEND Information Report. A named governor takes a lead in monitoring special needs on behalf of the Governing Body.
- 10.2 The school will keep parents fully informed and involved at all stages of the special needs process in order to maintain or improve the parental engagement.
- 10.3 Throughout the year there are two parents/carers' evenings and all children receive an end of year annual report in July. Parents/carers of children on the SEND register meet with the class teachers during parents' evenings to discuss SEND Provision Map targets. These plans are evaluated with parents/carers and recommendations for new outcomes discussed alongside suggestions for supporting the child within the home setting.
- 10.4 Meetings are held to share the progress of children with SEND with their parents. Parents are informed of any outside intervention and are involved in the decision-making process by providing clear information relating to the education of children with Additional Needs.
- 10.5 Parents with any complaint regarding the provision made at school for children with SEND should put the complaint in writing and follow the normal complaints procedure.
- 10.6 The Governing body encourages staff to undertake regular training to ensure that current practice is up to date and relevant.
- 10.7 The SENDCOs, in liaison with the head teacher, is the named person in regards to links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND.

11 Monitoring and evaluation

- 11.1 The SENDCOs monitor the progress of children with Additional Needs.
- 11.2 The SENDCOs support teachers involved in preparing Individual Education Plans or Provision Maps for children. The SENDCOs and the head teacher hold regular meetings to review the work of the school in this area. The SENDCOs and the named governors with responsibility for special needs also hold monitoring and review meetings.

12. Support for improving emotional and social development

Oakham C of E Primary and The Parks School are a partner in the local Education Inclusion Partnership and will make referrals as necessary to support children with

additional needs. We will take on board and use advice from the partnership and a variety of other agencies including; the School Nurse team, Inclusion team and Educational Psychologists. The schools also have 3 x trained Emotional Literacy Support Assistants (ELSAs) to further support the emotional wellbeing of our children. School access support from Leicester City's SEMH Specialist Teaching Team as commissioned by RCC.

13. Safeguarding

We are aware that children with Special Educational Needs are more vulnerable in terms of risk. The 'Working Together to Safeguard Children (2018)' guidance sets out those at higher risk and encourages agencies to provide training for staff and provide early support and intervention for children and families affected. The groups considered at greater risk include children who: are disabled and have specific additional needs and have special educational needs. Children with disabilities have an increased vulnerability to abusive situations because of their need for intimate care, the cognitive impairments that prevent an understanding of appropriate adult behaviour, the lack of effective communication to share concerns and their reliance on adults. Our school ensures that a focus on SEND children is included in annual safeguarding training, promoting a culture of vigilance amongst staff.

13 Glossary

	Abbreviation	Definition
Education Health Care Needs Assessment	EHCNA	The local authority will conduct an EHC needs assessment if they think that your child may have special educational needs and that those needs might need the support of an Education, Health and Care Plan (EHCP) .
Education Health Care Plan	EHCP	Introduced in September 2014 the Education, Health & Care Plan or EHCP is a document which sets out the education, health and social care needs your child or young person has and the support that is necessary to cater for those needs.
Educational Psychologist	EP	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties. As an educational psychologist, you will help children and young people, aged between ten and 19 years of age, in partnership with parents, teachers, social workers, doctors and other people involved in their education. You will work in a variety of ways including observations, interviews and assessments of the child. Educational psychologists offer a range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents.
Individual Education Plan	IEP	These set out detailed SMART targets for your child. The targets are worked on, assessed termly and changed every two terms.

Provision Mapping		When at level 2 of our Tiered Approach, targets are set and recorded on a Provision Map, allowing SENDCOs to review progress and support being given to a child.
Pupil Premium	PP	The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.
Rapid Intervention	RI	When a child is not achieving or making progress a teacher will give rapid intervention: short bursts of input/teaching to help that child understand/achieve/progress. This is done on a daily basis and after each lesson or group of lessons. Different children may require different amounts of rapid intervention at different times. This is level 1 of our Tiered Approach.
SEND co-ordinator	SENDCO	Teachers who have the responsibility of overseeing the SEND provision in the school. The SENDCOs are MS. Kay Smith and Mrs. Mary-Anne Marples.
Special Education Needs and Disabilities	SEND	This term is used to define all additional needs and disabilities.
Specific, Measurable, Achievable, Realistic, Time-based targets	SMART targets	Targets given for children (on provision maps or IEPs) to work towards must be specific (not wide/broad), measurable via school assessments, realistic achievable, with regard to your child's specific needs and disabilities, realistic (relevant to your child: linked to life-skills, home and school life) and time-based (usually 6-12 weeks for them to be met).
Universal Entitlement		All children are entitled to access a meaningful, enriching and purposeful education.
Quality First Teaching	QFT	The National Strategies suggest that the key to success with all learners is quality first teaching (QFT) <ul style="list-style-type: none"> • highly focused lesson design with sharp objectives • high demands of pupil involvement and engagement with their learning • high levels of interaction for all pupils • appropriate use of teacher questioning, modelling and explaining • an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • an expectation that pupils will accept responsibility for their own learning and work independently • regular use of encouragement and authentic praise to engage and motivate pupils. Quality first teaching is also described as the Wave 1 of the National Strategies' three Waves of Intervention.