

Special Educational Needs and Disability Policy

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1. Introduction

Oasis Academy Short Heath SEND policy reflects the fundamental principles of the SEND Code of Practice 0 – 25 Years (DfES, 2014) and the Children and Families Act 2014. The school's Local Offer is available on the website and is updated regularly.

Oasis Academy Short Heath uses the following definitions of SEND.

Pupils have a *learning difficulty* if they:

- a) have significantly greater difficulty in learning than the majority of children of 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.

The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.

2. Aims and Objectives

The Oasis Academy Short Heath SEND Policy aims to promote maximum achievement and attainment for children with SEN and/or disabilities (SEND) at Oasis Academy Short Heath because:

'All children deserve a good education, with staff in schools giving them the confidence, self-belief and teaching that they need to fulfil their potential'

(DfE, 2011: 65)

The SEND Policy is written for all staff because, in order for SEND systems to change, to enable improvements in practice for all pupils with SEND and their parents and families, all staff – particularly teachers and support staff – need to be actively involved at the appropriate level because, after all:

'All teachers are teachers of SEN'

(DfES, 2001; House of Commons, 2006; Lamb, 2009)

The aims of the SEND policy are:

- to promote an inclusive ethos throughout the school;
- to enable pupils with SEND to have their needs met;
- to take into account the views of the pupils with SEND;
- to encourage good communication with parents of children with SEND;
- to facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND.

To attain this, members of staff at Oasis Academy Short Heath will:

- recognise the needs of the individual;
- differentiate teaching methods to suit individual needs;
- differentiate the curriculum content so that it is attainable by all;
- take consideration of the SEND Code of Practice;
- acquire appropriate specialist support whenever possible;
- provide a stimulating and positive environment;
- develop working partnerships with parents;
- provide suitable and adequate resources;

- pass information and expertise through SEND procedures and meetings.

For children to make progress staff at Oasis Academy Short Heath will:-

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- pass information and expertise through SEND procedures

3. An Inclusive Vision – Oasis Academy Short Heath: Where everyone shines with possibilities

Oasis Academy Short Heath is committed to inclusion. This means that we support children with special educational needs within our school, where all children get the same opportunities to learn and mix socially with each other.

Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Children with special educational needs are in most cases catered for through excellent teaching of the national curriculum by all staff.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Oasis Academy Short Heath we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.

Oasis Academy Short Heath sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

4. Implementation

The implementation of the SEND policy is the responsibility of the whole school. The SEND coordinator has responsibility for the day to day operation of the policy.

4.1 The role of the SEND Coordinator is to:

- oversee the day to day operation of the school's SEND policy
- monitor the effectiveness of the policy
- work closely with the class teachers, intervention teachers and teaching assistants
- keep SEND register up to date
- keep the local offer on the website up to date with relevant information about SEND
- monitor and track the progress of children with SEND
- analyse the impact of provision
- monitor and track intervention programmes across the school
- liaise with parents and keep them informed about their child's progress
- promote an inclusive environment and inclusive practice within school
- co-ordinate the provision and resources for pupils with SEND
- oversee the records on all pupils with special educational needs
- liaise with external agencies including the Educational Psychology service, Speech and Language, Visual Impairment service, CAT, Pupil and School Support, School nurse, SENAR, ADHD Team, CDC

4.2 The role of the classroom teacher is to:

- have a knowledge of the pupils who have been identified as having special educational needs and ensure a Pupil Profile is in place to address the child's needs
- Promote inclusion in the classroom and give each child every opportunity to succeed, including those with SEND
- Ensure advice from external agencies is used appropriately to support children with SEND
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated
- plan, organise and deliver or direct others to, intervention programmes to allow children to make progress
- review progress with parents at Parents' Evening

4.3 The role of the teaching assistants is to:

- be aware of children with SEND within the class
- assist and support the classroom teacher in the delivery of a broad and balanced curriculum
- follow the daily planning set out by the classroom teacher
- assist the classroom teacher in the delivery of targeted support for SEND children
- be aware of the targets on each child's Pupil Profile
- provide intervention programmes for SEND children as directed by classroom teachers or senior leaders in school
- promote pupil independence

5. Identification of Pupils with SEND

The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

(DfES, 2001, para 5:11)

Early identification is vital. The class teacher informs SEND coordinator at the earliest opportunity to alert them to concerns and enlist their participation to support the child. The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The class teacher with the support of the SENDCO will plan an appropriate programme of support.

5.1. SEND register– Broad Areas of Need

There are now 4 broad areas of need.

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

Children are placed on the SEND register. Some children may only be in one area of need whereas other children may be in all of them. When placed on the SEND register it is classed as **SEN Support**. Some children may have a statutory assessment which is called an **Education, Health and Care Plan (EHCP)**.

5.2 SEND De-registration

If a teacher feels that the intervention strategies and additional provision that have been provided for a child have been successful then the pupil will be removed from the register.

6. Organisation

- The SEND register is regularly updated
- The SEN provision map indicates provision
- Progress of pupils with SEN is measured in a variety of ways, according to SEN
- SEND has a high priority within the academy
- All teachers have a class SEN file
- Pupil profiles are reviewed regularly
- Provision plans are in place for some pupils

7. Evaluation

The SEND Policy and its effectiveness within school is evaluated through:-

- Reviews of Pupil Profiles and Annual Reviews of pupils with a statement or Education, Health and Care Plan and progress towards SEN targets
- monitoring the success of strategies devised to achieve the targets set by teachers for pupils identified as having SEND
- monitoring the attainment and progress of SEND children on a termly basis
- External agency reviews

8. Monitoring

The progress of pupils identified as having SEND is monitored in the following ways:

- teachers monitor the progress of pupils in relation to their predicted learning outcomes
- the learning support teacher and classroom teachers monitor the progress of pupils with SEND in the classroom and give feedback to the SENCO
- pupils with an EHCP have annual reviews alongside termly reviews
- pupils with Pupil Profiles have termly reviews
- through school reports
- through the school tracking system - iTRACK

9. Partnership with Parents/Carers.

The school recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.

'Parents have a vital role to play in supporting their child's education' (DfES, 2001, para 1:5).

All Oasis Academy Short Heath staff are committed to open and honest communication with parents, treating them as equal partners with expertise in their children's needs' (*Lamb Inquiry: Special Educational Needs and Parental Confidence*)

The two-way, on-going dialogue between Oasis Academy Short Heath staff and parents is absolutely vital and is achieved in a variety of ways, including:

- informal meetings with teachers
- formal meetings with teachers –Parents' Evening which is used to discuss progress
- informal and formal meetings with the school SENCO – arranged either at the request of the SENCO, school staff and/or parents;
- formal review meetings with parents, school staff and any outside agencies involved with the child's education;

- annual school reports
- in the case of a child with an EHCP the statutory annual review takes place

Key principles for an Effective Partnership

We have a set of key principles in communicating and working in partnership with parents:

- ensure positive attitudes to parents;
- ensure only user-friendly information and procedures are used and that there is an awareness of support needs;
- make no presumptions about what parents can or cannot do to support their children's learning;
- 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.

10. Outside Agencies

At Oasis Academy Short Heath we believe that all outside agencies who work with children with SEND should focus on identifying and addressing the needs of children and enabling them to improve their situation through:

- early identification;
- continual engagement with the child and parents;
- focused intervention;
- dissemination of effective approaches and techniques.

The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.

The following external agencies are often working within school:

- Pupil and School Support
- Educational Psychologist Service,
- Speech Therapy Service,
- Visually impaired services
- School Nurse
- Communication and Autism Team

11. Professional development for SEND.

The SENCO attends termly network meetings to update and revise developments in SEND as well as any other training opportunities that arise.

CPD for staff is matched appropriately to the school action plan and through the performance management of teachers and teaching assistants.

12. Policy Review

This policy was reviewed in September 2017