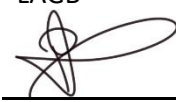




Special Educational Needs and Disability (SEND) Policy

Recommended by:	Rebecca Hall Sam Burnage
Recommendation Date:	February 2021
Ratified by:	LAGB
Signed:	 _____
Position on the Board:	Chair of LAGB _____
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Next Review:	February 2022
Policy Tier (Central/Hub/School):	School (OP)

Oldbury Park Primary RSA Academy is committed to offering an inclusive curriculum to ensure that the needs of all learners are met. We have high expectations for learning and behaviour for all children, including those with special educational needs and / or disabilities.

What are special educational needs (SEN)?

The Department for Education (DfE) states in the SEN Code of Practice 0-25 years (July 2014) that: *'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.'*

At compulsory school age this means that:

- **he or she has a significantly greater difficulty in learning than most others the same age.**
and/or
- **has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**

What is a disability?

The Equality Act 2010 states that a child or young person has a disability if they have a physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day to day activities. This definition includes sensory impairments, such as sight/hearing loss and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

A child with a disability does not necessarily have a special educational need although there may be an overlap. See also DDA Policy for Oldbury Park Primary School.

Aims and objectives of our SEND provision.

We aim to:

- ensure the SEND Codes of Practice (2014), The Children and Families Act (2014) and Equality Act (2010) and guidance are implemented effectively across the school.
- have high aspirations for and expectations of all children.
- provide all children with a broad, engaging, and balanced curriculum.
- ensure that pupils with SEND are perceived positively by all members of the school community.
- identify appropriate outcomes for individual needs.
- promote confidence, independence, and a positive attitude towards learning for all children.
- identify, at the earliest opportunity, barriers to learning and participation for children with SEND.
- ensure that every child experiences success in their learning and achieves their potential.
- enable pupils to be included and participate in lessons fully and effectively.
- work in partnership with parents and outside agencies.
- ensure that staff are supported in developing Quality First Teaching and approaches to differentiation to make provision for all children.
- make best possible use of resources available to meet the needs of the children.
- regularly assess and review progress to identify next steps; □ review policy and provision regularly to ensure best practice.

Identifying Special Educational Needs

All children are entitled to a broad and balanced curriculum to meet their needs and enable them to learn effectively. This curriculum is delivered through Quality First Teaching and is called **'Wave One'**.

provision. This provision is suitable for many of the children in school. Some children may not make expected progress and require extra support or intervention to allow them to 'catch up'. This is called '**Wave Two**' provision.

The progress of all children is monitored by staff daily and formally at half-termly progress meetings. Staff may identify a child if their behaviour or progress is causing concern. These concerns will be recorded, a plan of action agreed and reviewed.

Some children may have special educational needs/disability identified before they start school. Other children may have needs identified by parents or staff as they progress through the school. Through consultation with the class teacher, SENCo and parents it may be decided that a child requires provision and support, beyond what is ordinarily available in the classroom each day, to achieve and make progress. This is called '**Wave Three**' provision and these children are placed on the school's Special Educational Need and Disability (SEND) register. Children at Wave Three have an **Individual Provision Map** (IPM) which details their area of need/s, measurable targets, provision, and progress.

There are four areas of need that define SEND. A child may have difficulties in one or more of the areas.

- Communication and Interaction
Children with speech, language, and communication needs (SLCN) who have difficulty communicating with others.
- Cognition and Learning
Children with a learning difficulty which may be identified as specific, such as dyslexia, dyspraxia, or dyscalculia.
- Social, Emotional and Mental Health
Children with difficulties that may include challenging, disruptive, or disturbing behaviours, anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.
- Sensory and/or Physical
Children with a disability which affects their ability to access educational facilities. This may include visual impairment, hearing impairment, multi-sensory impairment, and physical disability.

Other areas of need may impact on progress and attainment but do not necessarily mean that a child has SEND. Intervention and provision will be put in place to support the learning and well-being of these children, as necessary. This will be through Wave One and Two provision.

These may include:

- Health and Welfare
- English as an Additional Language (EAL)
- In receipt of Pupil Premium
- Being a Looked After Child (LAC) or Adopted (Post -LAC)
- Being a child of a Serviceman/woman
- Behavioural difficulties

These children may be identified as having 'Additional Needs'. They may be placed on the Additional Needs register to ensure that all staff are aware of their needs and make appropriate provision to support their learning.

The Graduated Approach

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access support from teaching assistants, outside agencies and specialist staff.

The waves of intervention guide our approach to provision and intervention.

Wave One - available to all children, high quality, differentiated teaching every day. Quality First Teaching, differentiated for individuals, is the first step in meeting the needs of all children, including those who have, or may have, SEND. The quality of teaching for all children is regularly reviewed and monitored. Staff are supported in understanding strategies to identify and support difficulties.

Wave Two - support and intervention for children who are underachieving to enable them to 'catch up'.

Wave Three - support and intervention to target specific areas of need for children who have identified special educational needs or disability.

The SEND Code of Practice (2014) requires a graduated approach cycle of '**Assess, Plan, Do, Review**'. This is process which seeks to ensure that progress is frequently assessed and monitored, interventions are planned, delivered, and are reviewed regularly.

Assess - the child's needs are assessed and discussed. Parents are consulted and advice from outside agencies is requested if necessary. These agencies include Speech and Language Therapy, Educational Psychologists, CCN (Autism) Team, Learning Support Team, Medical Education Team, Behaviour Support Team, Consultant Paediatricians, Child, and Adolescent Mental Health Services (CAMHS), School Nurses,

Family Support Worker and Children's Services.

Plan – support, teaching strategies and interventions are put in place and are detailed through measurable targets on an Individual Provision Map (IPM). Baseline assessments for interventions are recorded and recommendations from outside agencies are followed.

Do – the class teacher ensures that the support, strategies, and interventions are in place and are maintained over a period.

Review – the impact of support, strategies and interventions are reviewed and discussed with the child and parents. IPMs will be reviewed each term with the child, staff and parents and new measurable targets are set. As part of the review process it may be decided that the child's needs can be met through Wave One and Two provision. In such cases, the IPM is discontinued and the child is removed from the SEND register.

In a small number of cases, where a child has significant, complex needs, it may be felt that he/she meets the criteria for **Statutory Assessment**. This would be after a period following the graduated approach and following advice and review from outside agencies. This would be through consultation with the child, parents, staff, and external agencies. In such cases, an application is made to the Local Authority who may carry out further assessments to decide if the child meets the criteria for an **Education and Health Care Plan (EHCP)** - previously known as a Statement of Special Educational Needs. An EHCP plan draws together the education, health and care need for a child/young person aged between 0 – 25 and sets out long term outcomes to support them into adulthood. This details specialist provision and support that will be necessary to meet a child's needs. This plan is reviewed annually.

Teaching and Learning

We aim to meet all individual need through Quality First Teaching. Through this, we hope that all children will be able to learn in class, alongside their peers. Children who have SEND may require

support from an adult either on an individual basis or in a small group. When allocating Teaching Assistant support, we consider the expected outcome of the support. We aim for children to be.

supported in making progress and reaching targets without developing a learned dependence on an adult. We have a range of interventions which we match to a child's needs, taking care not to overload or swamp them with activities that they find difficult. Intervention sessions are short, regular, and focussed on progress. Progress is monitored by class teachers and the overall effectiveness of interventions is managed by the SENCo. Interventions are planned and progress monitored, assessed, and recorded.

Following intervention, progress is reviewed, and a decision made whether further input is needed or that sufficient progress has been made to exit SEN Support/SEN register. This decision will be made jointly between the class teacher, SENCo, parents and child. A child who has exited SEN Support/SEN register will continue to be closely monitored by the class teacher.

Behaviour

We have high expectations of behaviour for all children. There is a clear policy, which can be found on the school website. Poor behaviour is not a special educational need, although some children may have behavioural difficulties linked to social, emotional, and mental health difficulties. In these cases the support of external agencies, such as Behaviour Support Team, Educational Psychology or Child and Adolescent Mental Health (CAMHs) may be requested to address the underlying cause of the behaviour.

Class Teachers are responsible for reporting incidents of poor behaviour to parents. Some children display behaviour which may place them at risk of exclusion. Following discussion with parents, a child may be placed on a Pastoral Support Plan (PSP) to help address these difficulties. This plan will set out targets to improve behaviour and reduce the risk of exclusion. This plan is reviewed, with the SENCo, teacher, parents, and the child (if appropriate), on a fortnightly basis and is left in place until the risk of exclusion has reduced.

Supporting Children and Families

We recognise the value of good partnerships with parents/carers and they are encouraged to be fully involved in their child's provision. Parents of children who are on the SEND register are invited to an IPM review at the end of each term, to celebrate progress and plan the child's next steps. Children also can contribute to this document and the work carried out with them. Parents are welcome to make an appointment with the SENCo, as necessary.

Children are invited to attend Parent Consultation meetings with their parents in the Autumn and Spring terms.

We consider carefully in school transitions between year groups and spend time with children who need additional preparation and support in moving to a new environment with new adults and peers. Extra visits to the teacher, classroom, cloakroom, and toilet areas are arranged where possible, and photographs taken to create transition booklets. Additional meetings are encouraged between the child, parents, and new teacher.

Transition to other schools can be an anxious time for children and families. We support this process through close links with our local High Schools. Children are well prepared for this transition and children who need additional support, are included in a programme of extra transition visits and meetings.

Admission arrangements

Children with additional educational needs are considered for admission to the school on the same basis as for children without additional educational needs.

Pupils are allocated to a class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission arrangements are flexible to cater for individual needs. It may be necessary, in some cases, to stagger entry to school for a child who has special educational needs. Prior to starting school, parents/carers of children with SEND can come into school to discuss the provision that can be made to meet their child's needs and ensure transition to school is effective and positive for both the child and the parents.

Roles and Responsibilities

The Class Teacher

The Class Teacher is responsible for the teaching and learning of all children in their class including those with Special Educational Needs and/or disability.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo is responsible for the day-to-day operation of the school's SEND policy and for maintaining the registers. They are responsible for co-ordinating provision for children with SEND, monitoring the progress of the children on the SEND register, monitoring the provision mapping process and liaising with staff, parents, and external agencies.

The SEND Governor

The SEND Governor takes a special interest in SEND and is involved in reviewing policy and provision through meetings with the SENCo.

Links with External Agencies

We work very closely with external agencies as they play an important part in provision for children with SEND. Following consent from parents/carers, referrals are made as appropriate. Our Family Support Worker has a regular drop-in session and arrangements can be made to meet with the School Nurse if necessary.

A referral to Children's Services may be required if there are Safeguarding concerns regarding a child. Concerns may be reported by the school, another agency, parents, or a member of the public.

Training and Resources

Staff undertake induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, also to discuss the needs of individual pupils. Staff INSET needs are identified and staff attend relevant courses/workshops, as necessary. The SENCo regularly delivers training on TED days and in staff meetings. The SENCO regularly attends SENCO network meetings with other local schools and Worcestershire schools, to keep up to date with local and national updates in SEND.

Concerns

Concerns are taken very seriously and dealt with promptly. Any concerns regarding a child's progress or learning should be discussed with the class teacher. Parents are also welcomed to contact the SENCo, Senior Leadership Team or SEND Governor. If issues remain unresolved and a formal complaint is required, the complaints procedure is available on the school website.

Further Information

Further information about provision for children with SEND can be found from:

The Local offer on Worcestershire County Council website:

<http://www.worcestershire.gov.uk/sendlocaloffer>

SEND Code of Practice Government guide for parent carers:

www.gov.uk/government/publications/send-guide-for-parents-and-carers

SEND Information, Advice and Support Service (formerly Parent Partnership Service)

www.SENDworcestershire.co.uk