

SEND Policy January 2017

OAKWOOD JUNIOR SCHOOL
HOLBROOK ROAD
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HEADTEACHER: Mr Stephen Darby
SENCO: Mrs Rachel Noon
SEND Governor: John Hughes

MISSION STATEMENT

At Oakwood Junior School we believe that every child with SEN and disability in this inclusive school has an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to being healthy, staying safe, enjoying and being successful, making a positive contribution and attaining social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils and SEND provision and partnerships with parents/carers.

THE SEND AIMS OF OAKWOOD JUNIOR SCHOOL

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide a thorough regular process of review to ensure progression and continuity for all children with SEND.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To involve all relevant external agencies in the provision of pupils with SEND.
- To recognise that SEND covers a wide spectrum - learning, social, emotional and mental health difficulties and physical needs.
- To have in place a designated person who both holds the responsibility for SEND and who has obtained the relevant professional qualification (National Award for Special Educational Needs Co-ordination).

We recognise that some pupils will have special needs at some time during their school life. In implementing this policy we believe pupils will be helped to overcome their difficulties.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have learning, social and emotional mental health difficulty, cognition and learning difficulty or sensory and/or physical needs that call for special educational provision to be made for them.

Children have a SEND need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age. Have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in other schools within the local authority.
- Have a social and emotional mental health difficulty that impacts on their learning thus leading to underachievement and/or relationships with peers and adults is impaired.

Special educational provision, for a child over two, means the educational provision which is additional to or different from the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having a learning difficulty solely because their language, or form of the home language, is different from that in which they are taught.

Oakwood Junior School will have due regard for the Special Needs Code of Practice when carrying out the duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

STAFFING

The SEND team at the school is:

SENCO:	Rachel Noon
Special Educational Needs Teaching Assistants:	Karen Huntingford (Year 3 and 4) Michelle Hibberd (Year 5) Suzanne Hodgetts (Year 6)
Learning Mentor (social and emotional support):	Sam Chapman
SEND Governor	Kathy Corns

The teaching of children with special educational needs is the responsibility of all staff in school. The SENCO has responsibility for the effective administration and organisation of this policy throughout the school and supporting class teachers and the Special Needs Teaching Assistants.

ADMISSIONS

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission." (COP 1:33)

INCLUSION

Oakwood Junior School recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success and progress made.
- Use of standardised tests.
- Evidence generated at review meetings including parents' comments.
- Work sampling.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Oakwood Junior School we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO and Assessment Coordinator will ensure that these pupils requiring different or additional support are identified at an early stage. Whole school tracking data and the use of P Levels to monitor progress are used to identify pupils with SEND. Also all teachers, in collaboration with support staff, complete a termly Teacher Concern Form which is then discussed with the SENCO at planning meetings. In addition to this we have an "open door" policy for parents and teachers to contact the SENCO with any concerns.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools and monitor pupil progress through:

- Evidence obtained by teachers through observation
- The school's data tracking system
- Pupil progress in relation to objectives in the English and mathematics curriculum.
- Reports received from Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nurse and any other external agencies where appropriate.

This evidence will then be matched to the criteria as set out by Oakwood Junior School.

ASSESSMENT TOOLS USED

- Rising Stars Tests in Writing and Maths.
- Grammar, Punctuation and Spelling Tests
- PIVATS
- Behaviour Checklists
- Reports/observations
- Records from feeder/transfer schools
- Information from parents
- SATs/NC results

SEND PROVISION

On entry to the school in Year 3 each child's attainment level is broadly shown by Key Stage 1 SATs results. These, together with previous reports, records and liaison with Key Stage 1 staff, will help to inform the school of a child's aptitudes, abilities and attainment. This will be used to improve continuity in learning when entering Key Stage 2. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher/Learning Mentor/Special Needs Teaching Assistant will use the records to:

- Provide starting points for appropriate curriculum.
- Identify the need for support within the class
- Assess SEND difficulties
- Ensure ongoing observation/assessment provide regular feedback and achievements/experiences for planning next steps in learning
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

No member of staff has professional qualifications in the teaching of children with SEND. However, the SENCO has the National Award for Special Educational Needs Co-ordination and collectively much experience has been accumulated by teaching and non-teaching staff which serves to assist in providing a relevant curriculum for children with moderate SEND difficulties.

The main methods of provision made by the school are:

- Full time education in classes with additional help and support by class teacher/curriculum leaders through a differentiated curriculum.
- Attendance at the Learning Support Centre for targeted intervention from the SENCO.
- Periods of withdrawal to work with the SENCO/Learning Mentor/Special Educational Needs Teaching Assistant. These may include:
 - Daily reading
 - Specialised literacy intervention
 - Physical Literacy
 - Precision teaching
 - Specialised maths intervention
 - Circle of Friends
 - Friends for Life
 - Fine and Gross Motor skill support
 - Physiotherapy and Occupational therapy programmes
 - Social Skills
 - Speech and Language programmes
 - Concentration and Listening Skills
 - 1:1 emotional support
- Attendance at an out of school specialised unit (LA provision).
- Support from specialists within class or as part of a withdrawal programme.
- Assessment and programmes of work from specialist external agencies.

In addition there is disabled access at the entrances as well as disabled toilet facilities.

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed for pupils whose first language is not English. Teachers will follow their progress across the curriculum carefully to decide whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess proficiency in English before planning any additional support that may be required. Support from New Communities may be used, if available.

MONITORING PUPIL PROGRESS

Progress is a crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows an improvement in behaviour

The first response to pupils whose progress is causing concern is for the class teacher to deliver universal high-quality teaching targeting the area of need. At this stage pupils are identified to the SENCO by completion of an 'Initial Concerns Form'. The SENCO, teacher and Special Educational Needs Teaching Assistant/Learning Mentor will monitor and review the approaches adopted and, should adequate progress not have been made, determine whether the teaching and learning to be provided for the pupil should now be SEN Support. Parents/carers will be formally notified of this decision. Targeted interventions that are

additional to/different from everyday class teaching will be provided. These will follow the 'Assess, Plan, Do, Review' cycle of action.

Assess:

This involves further analysis of a pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff may be sought if appropriate and with the prior agreement of the parents.

Plan:

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear date for review. This information will be recorded on a Multi-Element Plan which is shared with staff, parents and the pupil.

Do:

The class teacher remains responsible for working with the child on a day to day basis. They retain this responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.

Review:

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupil's progress and development make any necessary adjustments. Assessment using Rising Stars is completed across school on a termly basis along with PIVATS 5 which is able to record and recognise more small-step progress.

If adequate progress is not achieved, support from external specialist support services may be obtained. Where concerns remain despite sustained intervention, the school will consider requesting an assessment by the Local Authority for an Education Health and Care Plan.

Parents/carers will be fully consulted at each stage. The school also recognises that parents have the right to request an assessment for an EHC Plan.

RECORD KEEPING

The school will record the steps taken to meet a pupil's individual needs. The SENCO will oversee the maintenance of these records. In addition to the usual school records the pupil's SEND file may include:

- Information from parents
- Information about progress and behaviour
- Pupils' own perceptions of difficulties
- Information from Health/Social Services
- Information from other external agencies
- The child's individual tracking record

USE OF SUPPORT STAFF WITHIN SEND

Outline of provision:

- Provision of different learning materials or special equipment
- Periods of withdrawal to work with a Special Educational Needs Teaching Assistant/Learning Mentor or Teaching Assistant (in groups or individually)
- In class support with adult assistance

NATURE OF INTERVENTION

The SENCO and Assessment Coordinator in collaboration with the class teacher will decide the action required to help secure good progress. Based on the results of previous assessment the action might be:

- Deployment of extra staff to work with a pupil
- Provision of alternative materials/special equipment
- Group support
- Provision of additional adult time to devise interventions and to monitor their effectiveness
- Staff development and training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment or staff training

Provision will be recorded on an individual Multi Element Plan which will be revisited three times per year. Parents/carers will be consulted and involved at all stages.

EDUCATION HEALTH AND CARE PLANS (EHC Plans)

Children with significant and severe difficulties who do not make adequate progress may need an EHC Plan. The assessment process for this is overseen by the Local Authority. The EHC Plan replaces the Statement of Special Educational Needs which was in practice until September 1st 2014. Children currently with a Statement will continue to receive the support recommended and will transfer to an EHC Plan by March 31st 2018.

All children on the Code of Practice who have been given a Statement of Special Educational Need will continue to have a Multi Element Plan based on the Derby City Council approved format which will be reviewed three times per year. Parents will be invited to at least one of these meetings.

Children with a Statement/EHCP will have an annual review initiated by the LA. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parents/carers
- The child if appropriate
- The relevant teacher
- The SENCO
- A representative from the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

MONITORING AND ASSESSMENT

Class teachers, the Learning Mentor and Special Educational Needs Teaching Assistants will continually assess the progress the children are making towards their targets, usually on an informal basis. A final assessment of all the targets will be made ready for each review meeting.

An Impact Provision Map will record and assess all SEND provision across the school. A pupil's progress will be recorded formally and evaluated on an annual basis and a decision will be made whether they need to be retained on or can be 'rolled off' the Code of Practice.

THE ROLE OF THE HEADTEACHER

The Headteacher's role is to ensure adequate provision is in place within the constraints of the school budget for SEND. This involves working closely with the SENCO and Governing Body. The responsibilities include:

- Being the named 'responsible person'
- Being the line manager for the SENCO
- Meeting regularly with the SENCO
- Managing the SEND budget
- Annual review of the SEND policy with the SENCO and SEND Governor

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing day to day operation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and giving advice to colleagues
- Overseeing pupils' records
- Liaising with the Assessment Coordinator
- Coordinating and providing staff training
- Monitoring progress
- Attending all annual reviews for children with Statements or EHC Plans.
- Liaising with parents
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies

For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have for making provision for pupils with SEND
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point the Targeted approach is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to the coordination and how they can provide additional information when and if required.

THE ROLE OF THE CLASS TEACHER

Class teachers are the people in school who have the greatest knowledge of the children in their care. They will usually be the ones who notice a child is experiencing difficulties. When this happens they will need to attempt to meet these needs through differentiation within the classroom by:

- The materials or equipment used
- The structure and organisation of the learning environment
- Ways of motivating the child
- The skill or subject matter to be learned
- Initial assessment of pupils using the prescribed criteria

If this does not improve the situation then the teacher will complete the 'Initial Concerns Form' and follow the procedures previously outlined.

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS TEACHING ASSISTANT AND LEARNING MENTOR

There are three special Educational Needs Teaching Assistant (SENTA) posts. While the class teacher and SENCO have responsibility for the children with SEND, the SENTA will provide day-to-day individual provision for the children identified. This may include (with the support of the SENCO and class teacher:

- MEP reviews
- Liaising with outside agencies such as the Educational Psychologist
- Arranging and attending review meetings
- Having a good knowledge of the range of activities. Opportunities, organisations and individuals who can be drawn on to provide extra support

- Meeting regularly with the SENCO, class teachers and Learning Mentor to share good practice and coordinate learning programmes for individual or cohorts of children
- Delivering intervention programmes with support from the SENCO and class teacher

THE DUTIES OF THE GOVERNING BODY

The Governing Body will, in conjunction with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those children with and without statements/EHC plans. They will set up appropriate staffing and funding and oversee the school's work. There is a SEND Governor appointed yearly to take an interest in and closely monitor the school's work on behalf of children with SEND. The SEN Governor will:

- Ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that the 'responsible person' - the Headteacher- has been informed by the LA that a pupil has SEND and that those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for the needs of those pupils who have SEND.
- Make an annual review of the SEND policy with the SENCO and Headteacher
- Ensure effective monitoring is in place
- Report annually to the Governing Body on special educational needs provision
- Make regular updates to the Governing Body on any changes in provision
- Meet annually with the SENCO
- Regularly monitor SEND provision

POLICY REVIEW

This policy is scheduled for review in the January 2018.