

The Oval School



Special Educational Needs Policy

Date Ratified: *March 2017*

Signed by: *C.C. Hayes*

On behalf of School Governors

Signed by:

Headteacher *R.K. Chahal*

Review Date: *March 2018*



The drb Ignite Multi Academy Trust

Special Educational Needs Policy

Definition of terms:

ITP: Individual Target Plan

EHCP: Education and Health Care Plan

SENCO: Special Educational Needs Co-ordinator

HT: Head Teacher

DHT: Deputy Head Teacher

AHT: Assistant Head Teacher

HLTA: Higher level Teaching Assistant

SEND: Special Educational Needs and/or Disabilities

Aims

The drb Ignite Multi Academy Trust aims for all pupils to be safe, secure and successful. In order to achieve this we work closely with our schools to ensure that we:

- meet the needs of the whole child
- provide all children with a relevant, personalised curriculum
- develop pupil independence
- raise pupil self esteem
- remove barriers to new learning
- value the pupil and take into account their views
- work alongside parents, enabling them to support their child's education.

To consistently achieve our aims we expect our schools to:

- accurately identify need as early as possible and provide support
- ensure appropriate in class support enabling all children to have access to the curriculum including EYFS and National Curriculum
- incorporate ITPs into curriculum planning and have class based targets
- take a whole school approach to the identification, assessment and provision for children with SEN and additional needs
- develop effective partnerships between school, parents/carers and outside agencies
- encourage children and parents/carers to participate in decision making about provision to meet their child's educational needs
- track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through school



Definition of Special Educational Needs

A child has special educational needs if he or she has a difficulty or ability which calls for provision to be made that is over and above what the majority of children of the same age are offered.

We see children with SEN as those who:

- have significantly greater difficulty in learning than the majority of children of the same age. Children may demonstrate features of moderate, severe or profound learning difficulties and/or specific learning difficulties. All may require specific programmes to aid progression in cognition and learning.
- have a disability such as a visual or hearing impairment which either prevents or hinders them from making use of educational facilities. They may have physical impairments which require them to have specific equipment.
- have emotional or behavioural difficulties which may cause them to be withdrawn or isolated, disruptive, disturbing, hyperactive and lacking in concentration and focus. They may also present with immature social skills and poor emotional development making it difficult for them to regulate their behaviour and responses.
- have communication and interaction difficulties. This will include pupils with speech and language delay, receptive and expressive language issues, impairments or disorders, specific learning difficulties including ASD.
- are gifted and talented or exceptionally able and as such need additional provision to reach their potential and extend their learning.

Roles and Responsibilities

All drb Ignite MAT schools have:

- named SENCO
- named Inclusion Manager
- named Governor responsible for SEN.
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These named individuals are accountable for the implementation and monitoring of the Special Educational Needs Policy and associated procedures. They work within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within each school.

The following is an example of the SEN Accountability System within our schools:



SEND Strategic Overview: named staff member

Inclusion Manager: named staff member

SENCO: named staff member

HLTA: named staff member

Responsibilities and accountability:

- Overseeing the day to day operation of the policy and monitoring the impact and spend associated with the Pupil Premium and Early Years Pupil Premium where appropriate HT, DHT, SENCO
- Ensuring an appropriate budget allocation to meet SEN, DHT
- Co-ordinating, monitoring and evaluating provision including interventions for children with SEN SENCO, HLTA
- Working with children with SEN across school SENCO, HLTA
- Monitoring the progress of children with SEN alongside class teachers and phase managers DHT, SENCO, HLTA
- Liaising with and advising teachers whenever necessary SENCO
- Updating and overseeing SEN records of children on COP, in conjunction with class teacher DHT, SENCO, HLTA
- Maintaining the SEN database DHT, SENCO
- Liaising with parents and carers DHT, SENCO, HLTA
- Organising and delivering INSET in order to meet needs of staff DHT, SENCO
- Ensuring that relevant background information is collected, recorded and updated accordingly DHT, SENCO, HLTA
- Overseeing the pupil profile, ITP and review process DHT, SENCO
- Monitoring the work allocation for TAs SENCO, HLTA
- Advising class teachers, co-ordinators and support staff DHT, SENCO, HLTA
- Liaising with outside agencies DHT, SENCO
- Organising, contributing to and monitoring the SEN in service training of all staff DHT, SENCO
- Liaising with and informing the Governing body DHT
- Liaising with SENCOs of secondary schools upon transfer to KS3 SENCO
- Organising the assessment of children joining the school AHT (mobility)

Teachers:

- are aware of school procedures for the identification and assessment of children with SEN
- work with the SENCO to decide the actions required to assist pupils to make progress
- work with the SENCO to collect all available information about the child
- develop and review ITPs for pupils
- work with SEN children on a daily basis to deliver the individual programme set out in the ITP as well as targeted intervention work
- develop effective relationships with parents/carers and feedback on progress and the impact of planning and interventions



- encourage children to participate in decision making and take responsibility as appropriate
- assess pupil progress and identify next steps to learning
- work with the SENCO to identify their own training needs around SEN

Teaching Assistants:

- provide relevant support to identified pupils
- develop positive relationships with parents/carers and professionals
- assist with the recording, monitoring and evaluation of pupils' progress
- assist with the identification and effective provision of appropriate resources
- attend liaison, team and service meetings and participate in continuing professional development and training
- work alongside the SENCO and teaching staff in the preparation of ITPs

Pupil engagement and participation

All drb Ignite MAT schools actively encourage the involvement of pupils in their learning and education.

We aim to:

- involve pupils in decision making regarding the methods by which their individual needs will be met
- move towards inviting pupils to attend part of review meetings about them
- encourage pupils to comment on their SEN support provision through an appropriate medium
- involve pupils in the implementation of their ITPs
- develop the children's self confidence, esteem and awareness

Parent/Carer participation

Effective and respectful partnerships play a key role in enabling children and young people with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as equal partners and given support to play an active and valued role in their child's education. Each school website contains links to the Special Educational Needs Information Report including the arrangements made for children with special educational needs in school.

We work to:

- involve parents/carers in any decision making about their child and how needs will be met
- ensure parents/carers are invited to attend all meetings
- ensure the purpose of assessment arrangements and the implications of the ITP are discussed with the parent/carer providing them with a copy of the ITP



- encourage parents/carers to be actively involved in working with their child to achieve the targets set out in the ITP
- ensure parents/carers are aware of their right to appeal regarding aspects of their child's SEN provision
- to develop parent/carers confidence in the provision made for their child's SEN.

SEN Code of Practice and assessing needs through the graduated response

The SEN Code of Practice 2014 sets out a graduated response to meeting children's SEN. There are 3 tiers within the graduated response:

Universal support (children who only require personalised targets within the classroom).

Targeted support (children whose needs are more significant and therefore require intervention and target work within a small group or on a one to one basis).

Specialist support (children who require more specific intervention usually from external agencies who will provide staff with more specialist assessment).

Pupils who are receiving SEN support will be audited by schools annually (or as required when target met) against the SEN continuum. Some children on SEN support will require an ITP that will detail targets and outline the support that they will need. Any new pupils who arrive in our schools and who are SEN will be audited after 2 weeks of joining school.

SEN Support Provision

The school's SENCO and the pupil's class teacher will decide on the action needed to help the child progress in light of earlier assessments and observations. This may include:

- Differentiated learning materials (Universal support)
- Some group or individual support, which may involve small groups of pupils (Targeted support)
- Links with external agencies to advise and support where necessary (Specialist support).



Quality First Teaching

The class teacher is responsible for ensuring that the pupil's individual and personalised targets are worked on by the pupil in the classroom. This ensures that pupils are given the maximum support possible to achieve their targets and make significant progress. Support with identifying appropriate targets is provided by the SENCO. The SENCO will also monitor planning to ensure that the needs of SEN pupils are being appropriately met.

For pupils who require more specific intervention, external agencies will usually visit the pupil in school. This enables them to conduct specialist assessments that inform planning and the setting of targets. They are also able to provide advice on the use of new or specialist strategies and/or resources materials and interventions.

The triggers for a visit could be that, despite receiving an individualised programme and/or concentrated support within the classroom, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at NC levels substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which regularly interfere with their learning or that of the class group, despite having an individualised programme.
- has sensory or physical needs requiring additional specialist equipment or regular advice or visits by a specialist service.
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause barriers to learning.

Progress will be assessed through teaching and monitoring and is assessed and reported to parents/carers after one term.

Specialist Provision Plan

If a pupil is not making suitable progress despite high focus, the SENCO and Inclusion Manager, in consultation with parents/carers and agencies, will decide whether to place the child on a specialist provision plan. The plan supports the identification of specific needs and sets targets for progress over an academic year. Provision, training, resources and the involvement of agencies are also identified in the plan. The provision plan is monitored and adjusted termly and fully reviewed annually.

Education, Health and Care Plan

An EHCP is used for pupils who have special educational needs and/or disabilities where an assessment of education, health and social care needs have been agreed by a multi-agency group of professionals. It is used for children and young people from birth to 25 years of age. It is a way of providing support that puts children and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also fully understood and acted on. The planning process places a high focus on what is important for children and young people and what they feel their immediate and future needs are.

Statutory Request for an EHCP

If a pupil is not making suitable progress the SENCO and Inclusion Manager, in consultation with parents/carers and agencies will decide whether to make a statutory request for an Education Health and Care Plan (September 2014) . School staff, parents/carers alongside external agencies will be consulted regarding the pupil's needs and SEN Assessment Service (SENAS) will decide whether to issue the pupil with an EHC Plan. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The pupil's evidence log will include:

- previous ITP/IPPs and targets for the child
- records of regular reviews and their outcomes
- records of the child's health and medical needs where appropriate
- attainment in Literacy or Numeracy or the equivalent if EYFS
- education and other assessments eg. from an advisory teacher or educational psychologist
- views and contributions from parents/carers.

Provision, training, resources and the involvement of agencies will also be clearly identified in the EHC Plan. The EHC Plan will be reviewed annually. The pupil will continue to follow an ITP, linked to objectives in the EHC Plan.

Developing and writing ITP/IPPs

In drb Ignite MAT schools ITP/IPP targets are reviewed every 3-4 weeks. Amendments are made and the pupil is given a new set of targets to work towards. Targets are more formally reviewed 3 times an academic year with parents/carers, in order to keep them engaged and fully informed of their child's progress and next steps. These reviews are conducted in October/November, February/March and June/July.

ITP/IPPs are developed to include:

- Strengths, successes, difficulties
- 2-3 short term targets relating to addressing key barriers to learning for the child
- Clear success criteria
- Pupil and parent /carer comments (reviews)
- Teaching strategies to be used
- Provision/intervention needed to be put in place
- Time scales to achieve targets
- Resources required
- Review schedule

Links with other agencies

All drb Ignite MAT schools work closely with multi agency professionals who make visits to pupils in school to offer support to pupils, parents/carers and staff.

These professional agencies include:

- Educational Psychology Service
- Pupil and School Support
- Behaviour Support Service
- Speech and Language Therapists
- Communication and Autism Team
- Hearing Impairment Team
- Visual Impairment Team
- Physical disabilities Team (Outreach)
- School Nurse
- ADHD Team

Inclusion

All our schools are committed to their LA's Statement of Inclusion within a mainstream school setting.

Agreed at the MAT Board Meeting:

Review Date:



