



OLDFIELD SCHOOL
Special Educational Needs and Disabilities Policy

1. Purpose

- 1.1 The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability 0 – 25 Code of Practice are in place at Oldfield School. Beyond that, this policy exists in order to ensure that all students who do have special educational needs and/or disabilities have those needs addressed efficiently and effectively.
- 1.2 The school aims to:
- offer equal access to students, according to their needs, across a broad and balanced curriculum;
 - identify and meet the special educational needs of individual students;
 - inform all relevant parties of students' needs; and
 - maximise students' potential and raise confidence, expectations and self-esteem.

2. Content

- 2.1 This policy refers to the statutory definition of "special educational needs" i.e. "if the student has a learning difficulty which calls for *special educational provision* to be made for them".

The SEND Code of Practice identifies four broad areas of need.

- Communication & interaction
- Cognition & learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

- 2.2 Children have a *learning difficulty* if they:
- have a significantly greater difficulty in learning than the majority of children of the same age; or
 - 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 school.
- 2.2.1 Students who have a learning difficulty are placed on the appropriate level on the Special Educational Needs (SEND) Register. This policy sets out the procedures for placing a student on the appropriate level on the Register and the support that is provided at each level.

3. The role of the Inclusion Manager (SENCO)

- 3.1 The role of the inclusion manager is to:
- lead and manage the SEND policy;
 - work alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress;
 - oversee and maintain specific resources for SEND;

- liaise with outside agencies;
- contribute to and, where necessary, lead the continuing professional development for staff in relation to SEND;
- monitor, evaluate and report on the provision for students with SEND to the Governing Body;
- coordinate the range of support available to students with SEND
- in conjunction with the appropriate staff, liaise with parents/carers of students with SEND; and
- keep the SEND Registers up to date and staff informed of any changes.

4. Identification and assessment procedure:

- a) the school receives partner school documentation which is screened by the Assistant Head Pastoral, Head of House/Year and Inclusion Manager
- b) students identified from baseline assessment data provided by the partner school are screened and placed on the relevant stage on the SEND Register
- c) the concern and the provision of the student are recorded on the SEND Register
- d) students may also be referred to the Learning Centre by staff and parents who are concerned that they are not making adequate or the expected progress.

5. Documentation

- 5.1 All documentation and other related data on individual students on the SEN register is held in the Learning Centre office. Information on students on the Disability List or with a Notice of Concern is held on student files.
- 5.2 The SEND Register; Support Plans including, Personal Education Plans (PEPs), Medical Action Plans (MAPs) and Personal Inclusion Plans (PIPs) and strategy sheets are available on RM Staff and as attachments in the SEN area on SIMS.

6. The SEND Register

- 6.1 **Notice of Concern:** The teacher is asked to differentiate work and adapt or modify their teaching styles in order to support the student for whom there is some concern.
- 6.2 If these strategies are not successful the member of staff refers the student to the Inclusion Manager for further advice and assessment.
- 6.3 There are three levels within Notice of Concern, Green, Yellow and Red reflecting the level of concern.
- 6.4 **SEND Support:** A student is placed on SEND Support and is on the SEND Register if they
 - 6.4.1 enter the school with a history of need and / or assessment information that indicates progress is significantly slower than their peers starting from the same baseline; makes little or no progress even when teaching approaches are targeted to their particular needs;
 - 6.4.2 show signs of difficulty in developing skills in literacy and mathematics;

- 6.4.3 show persistent signs of social, emotional or mental health difficulties which prevent them making the expected progress;
 - 6.4.4 has physical or sensory problems and despite specialist equipment being provided still makes little or no progress; or has communication and/or interaction difficulties which lead to the student making little or no progress.
- 6.5 Interventions that may be used for students on SEND Support:
- 6.5.1 regular assistance from the Learning Centre either in class or on a withdrawal basis;
 - 6.5.2 a support plan put in place with specific strategies and targets. This is based on the graduated approach, assess/plan/do/review. The plan is organised by the Inclusion Manager in discussion with the relevant staff, parents, students and outside agencies if appropriate, it is evaluated three times a year. The plan is available to staff on the school intranet;
 - 6.5.3 provision of a 'time out', 'medical card' or appropriate arrangement according to their needs; or
 - 6.5.4 provision of access arrangements for students who meet the requirements.

7. Education and Health Care Plan (EHCP, previously a Statement)

- 7.1 An application for an Education and Health Care Plan will be made if:
- despite intervention, and best efforts made, the student still continues to make little no progress in the areas targeted;
 - assessments from outside agencies, including an Educational Psychologist, indicate that the student would meet the criteria for a EHCP; OR
 - a student's circumstance changes significantly warranting an application for a EHCP to be made, for example, involved in an accident which results in a physical or sensory impairment.
- 7.2.1 Students with an Education and Health Care Plan: sometimes delegated funding is provided by the student's Local Authority. This may be deployed through one or all of the following; in-class or withdrawal support from a teaching assistant, specialist resources, specialist outside agency support; personal budget;
- 7.2.2 The student has a teaching assistant who is their Key Worker; they monitor the student's progress and liaise with staff across the school;
- 7.2.3 Meetings are held in the Learning Centre on a weekly basis to discuss progress, concerns and provision to ensure the students are fully supported and resources are being used appropriately;
- 7.2.4 Annual Reviews are conducted with the student, parents/carers, outside agencies, the Key Worker and the Inclusion Manager. The Key Worker obtains feedback from staff. The learning needs and teaching provision are assessed to evaluate and monitor success. The outcome of the review is used to consolidate targets, arrange new targets and ensure the appropriate resources are being deployed. If appropriate an application for additional funding is submitted to the authority. When there are concerns over progress between Annual Reviews an Interim Review is arranged.

7.4 The Inclusion Manager organises training for staff as required.

8. The Disability List

Some students have a disability under the Equality Act 2012 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments and long term health conditions such as asthma, diabetes, epilepsy and cancer. These students are placed on the disability list and reasonable adjustments are made to ensure that they are not disadvantaged. They may also be on the SEND Register if their disability prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

9. Monitoring

9.1 In addition to their progress in class, students on the SEND Register are screened annually to monitor their literacy and numeracy by the Learning Centre.

9.2 Students are moved up or down the SEND Register following assessments, according to need, or as a result of outside agency involvement.

9.3 Individual Support Plans with strategies and targets are evaluated, reviewed and developed according to student progress in discussion with the Inclusion Manager, parents, staff, students and outside agencies if required.

10. A SUMMARY OF THE THRESHOLD LEVELS

10.1 **Statement Level / Education and Health Care Plan** - A student at this level will be in the process of getting an EHCP or will have a statement of Special Educational Need. This outlines resources, needs and provision for the individual students which are in addition to the support outlined below.

10.2 **SEND Support** - At this level the school will issue a Support Plan, for each student. These plans will outline strategies and set short term targets for the student which is reviewed at least three times a year by staff, parents and students and outside agencies where appropriate.

10.3 **Notification of Concern** - This involves classroom teachers differentiating work and adapting or modifying their teaching styles in order to support the student for whom there is some concern but who do not need to be withdrawn for specialist extra help. If these strategies are not successful the member of staff will refer the student to the Inclusion Manager for advice and further assessment. Following intervention from the Learning Centre, the student may be moved up to the next level or the student may remain on this level and the teacher be provided with further strategies and continue to monitor the student's progress. There are three levels within Notice of Concern Red, Yellow and Green, reflecting the level of concern.

11. Evaluation

11.1 The Inclusion Manager will review the policy and the procedures regularly, all staff can contribute to this review.

- 11.2 The Headteacher (using information provided by the Inclusion Manager) provides an annual report to the Governing Body giving an overview of the provision for students on the SEND registers.
- 11.3 The Governing Body will use the criteria below to assess the effectiveness of our SEND provision.
- interventions for each child are reviewed regularly to assess impact (i.e. progress of each child annually)
 - EHCPs are actioned appropriately and reviews are held within the prescribed time limits
 - SEND provision takes into account the wishes of the student concerned in light of their age and understanding, and the wishes of the parents
 - the school's SEND provision matches the needs of the student
 - the school's delegated funding for EHCP students is used to meet the needs of those students.

Review

This policy will be reviewed annually by SLT.

This policy will be approved by the Full Governing Body.

Date when policy was last approved: July 2016

Date when next review is due: July 2017