

OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy

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This policy is available on the website, on the office network and in the staff room.



Contents

Definition of SEND	2
Introduction	3
Objectives	3
Identification of Special Needs	4
A Graduated Approach to SEND Support	4
Support	7
Training and Resources	7-8
Roles and Responsibilities	8-9
Storing and Managing Information	9
Dealing with Complaints	9

Related Policies:

This policy is part of a whole school strategy to promote the inclusion and effective learning for all pupils and should be read in conjunction with the following policies:

Anti-bullying; Behaviour; Diversity and Equality; PSHE / Citizenship; Administration and Medical Care and Supporting students with Medical Conditions

What are 'Special Educational Needs (SEN) and Disabilities'? (Definition)

According to the 'Special educational needs and disability code of practice: 0 – 25 years, June 2014', children and young people will be deemed as having a special educational need if they have a learning need or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Introduction

Oughtrington Community Primary School is committed to enabling every pupil to reach their full potential. Every pupil has access to the Foundation Stage Curriculum or National Curriculum (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every pupil's individual needs. Individual Educational Plans/Support Plans/Provision Plans or Maps are provided, where necessary, to enable progress to be made.

In line with the current Special Educational Needs Code of Practice 2014 and the SEND provisions of the SEN and Disability Act 2011, we believe:

- for a pupil with a diagnosed Special Educational Need and/or disability (SEND), reasonable adjustments should be made
- all teachers are teachers of pupils with additional needs and everyone should commit themselves to the challenge of ensuring pupil participation
- where possible, the views of the pupil should be sought and taken into account
- parents/carers have a vital role to play in supporting their child's education
- relationships of mutual respect will be developed with every pupil - celebrating successes and supporting pupils through difficulties
- due regard will be given to the current Special Needs Code of Practice in all decision making, including liaison with other agencies.

Objectives

Our overall objectives are:

- to identify pupils who have SEND and additional needs
- to work within the guidance provided in the SEND Code of Practice 2014
- to operate a 'whole school, whole pupil' approach to the management and provision of support for special educational needs
- to ensure that the learning environment matches all pupils' needs where possible
- to enable all pupils to have full access to all elements of the school curriculum and be included in all aspects of school life
- to assess, develop strategies, teach and monitor pupils' progress to enable all learners to make progress and achieve their potential (academic, emotional, social)
- to maintain and enhance self-esteem of pupils who have difficulty in accessing the curriculum or conforming to the norms of school
- to identify the roles and responsibilities of staff in providing for pupil's SEND
- to enable and encourage pupils to participate in setting targets and contributing to individual plans
- to provide support as appropriate for a pupil's needs, working in liaison with other agencies as necessary.

Identification of Special Needs

The four areas of need stipulated in the Code of Practice 2014 are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

As recommended in the SEND Code of Practice 2014, there is a graduated model of action and intervention to help pupils who have SEND at Oughttrington Community Primary. This approach recognises that there is a continuum of special educational need. Where necessary, staff will follow the Graduated Approach model therefore ensuring interventions can be used to meet individual need. This model also allows the range, type and intensity of interventions to be reduced as a pupil makes progress.

A Graduated Approach to SEND Support

The Graduated Approach will secure good outcomes for vulnerable pupils if all those who teach and support them have the highest aspirations and provide a plan of action to make this happen. An identification of a SEND should not result in excuses for lack of appropriate progress or a lowering of expectations.

Step 1: Assess (the pupils needs)

Concern may be initially expressed by the class teacher, parent/carer or pupil about progress being made in school. There may be concern about development in any of the four areas of need as set out in the SEND Code of Practice 2014 or a combination of these.

The class teacher will then carefully draw on a range of information to establish a clear analysis of a pupil's need. This information may include;

- teachers' assessment and experience of the pupil
- pupil progress, attainment and behaviour
- the individual's development in comparison with their peers
- the views and experience of parents
- the pupil's own views
- advice from external support services

However it may well be necessary to explore further the precise gaps in the pupil's learning and development and to clarify what the barriers to learning may be, using the following assessment tools:

- standardised tests
- profiling tools (e.g. speech, language and communication tools)
- observations (classroom/lunchtimes/playtimes)
- screening assessments (e.g. dyslexia)
- questionnaires (e.g. pupils/parents)

Step 2: Plan (What do you need to do? What provision is needed? What should the outcome be?)

Once the need for SEND support has been identified, the first step in responding to a pupil's identified need is through planned targeted provision; quality first teaching, differentiated for individual pupils.

The class teacher should work with the support of the SENCo / Assistant SENCo to adjust teaching, support and use of resources that would be the most effective.

All teachers and support staff who work with the child will be made aware of their needs, support and any teaching strategies or approaches that are required.

The class teacher is responsible for the planning process. This should take place in consultation with the parents and the pupil and it will be recorded. It is vital that targeted provision is planned for, and that there are clear and expected outcomes linked directly to the provision.

Step 3: Do (Provision)

The class teacher is responsible for the planning and delivery of learning with the pupil on a daily basis, and for planning and delivery of individual programmes. Teachers may need to develop a range of teaching strategies and adapt the learning environment to ensure these targets can be achieved by the pupil. Teachers work closely with teaching assistants to plan and assess the impact of the targeted interventions. Continuous reflection of the pupil's day to day progress takes place to ensure that the targeted provision is moving the learning of the pupil forward.

Step 4: Review (What difference is it making towards the outcomes?)

The SEND Code of Practice 2014 states that the progress towards meeting planned outcomes should be tracked and reviewed regularly. This is a crucial part of the graduated approach and it takes place on a termly basis with the involvement of staff, parents/carers and pupils.

After evaluation of the provision and outcomes it may then be felt that;

- planned provision has been effective, and further individual education plans/support plans/provision plans or maps are necessary to ensure continuing progress
- the planned provision has been effective in narrowing gaps so that no further individual education plans are necessary, and the pupil's name may be taken from the special needs record or provision map
- the individual education plan/support plans/provision plans or maps has been effective in narrowing gaps, therefore no further individual education plans/support plans/provision plans or maps are necessary, but the pupil is monitored carefully by the class teacher
- the gap has widened and it may be necessary to consult an outside agency. (The key test of the need for further action is evidence that the current rate of progress is inadequate).

The cycle (assess, plan, do, review) then takes place again.

This time after evaluation of the provision and outcomes it may then be felt that;

- intervention has been effective, and further individual plans are necessary to ensure continuing progress
- good progress has been made and the support of outside agencies is no longer required
- the gap has widened and it may be necessary to consider involving an Educational Psychologist. It is appropriate to consider putting the pupil forward for Educational Health Care Assessment to obtain an Educational Health Care plan.

(The key test of the need for further action is evidence that the current rate of progress is less than expected).

Educational Health Care (EHC) Assessment

If progress is still limited and/or needs are complex, it may be decided to put a pupil forward for an Educational Health Care Needs Assessment.

When a child's special educational needs begin to present themselves as complex, the school (SENCo / Assistant SENCo, class teacher with parents/carers consent) may request an Educational Health Care Needs Assessment possibly leading to high needs funding and a EHC Plan. At this stage, the involvement of external agencies will be valuable and may include LA or external specialist services e.g. occupational therapists, speech and language specialists. A request for EHC Needs Assessment must include a recent (within the last 6 months) report from an Educational Psychologist.

If the LA decides not to provide an EHCP, the pupil continues at SEND support with progress continuing to be monitored carefully.

Educational Health Care Plans (EHCP)

If following on from a request for Educational Health Care Assessment the decision is to issue an EHCP, there will be a process of considering a draft EHCP's (parents, schools, specialist professionals). Once an EHCP has been finalised pupils will receive the provision stated on the plan.

Reviews of EHCP's

An EHCP must be reviewed annually with all professionals concerned, and parents and the child, where possible.

This review could take lead to one of three outcomes:

- 1) Amend the EHCP in line with the recommendations of the meeting
- 2) Leave the EHCP as it is
- 3) Decide that the EHCP is no longer needed because all outcomes have been achieved.

The curriculum and teaching methods may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment, materials or adults. The SENCO is responsible for co-ordinating the support, monitoring the pupil's progress with the class teacher and completing the documentation for annual review, at which the pupil's EHC Plan will be reviewed by all involved with their education. There will be a longer-term plan for provision, supported by shorter-term IEPs/support plans/provision plans or maps. Parents/carers and pupils will be involved in both long and short-term planning through Annual Reviews and the target setting process. Pupils may work as part of the whole class, or for part of the time in small groups or on an individual basis in the classroom. Pupils may receive support/intervention under guidance of the SENCO, or a specialist teacher provided by the LA according to the terms of the EHCP.

This might include:-

- supporting Pupils and Families
- supporting Pupils at School With Medical Conditions
- monitoring and Evaluation Of SEND

Please see our School Offer on Warrington Families Information Service:

<http://warrington.fsd.org.uk/kb5/warrington/fsd/organisation.page?id=R6w8o4H-7r8&familieschannel=982>

All pupils with identified SEND throughout school are monitored via our tracking systems which identify each pupil's needs against the four areas of need in the Code of Practice, and also identifies the provision in place for that pupil (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers and the SENCO / Assistant SENCO, particularly at transition time in July.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO / Assistant SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO / Assistant SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Recent staff training includes: Phonics, Speech and Language, Kagan Strategies, ADHD, Guided Reading, Team Teach, Makaton, Social Stories and Talk 4 Number.

The school holds a number of specialist resources, for example 'Toe by Toe', Clicker 5 software, Nessy and other specific resources. The school's SEND resource list will have details of available resources. Resources may be purchased to meet individual needs as identified.

Roles and Responsibilities

The SENCO / Assistant SENCO is responsible for:

- the smooth running and co-ordination of SEND provision
- liaising with Head Teacher, class teachers, TA's/LSA's
- liaising with outside agencies e.g. Inclusion Team, Health Service, Speech and Language Service, CAMHS (Child and Adolescent Mental Health Services) and Educational Psychologists.
- setting timetables and managing all staff working with SEND pupils
- overseeing records of pupils with SEND
- providing/organising in-service training for staff as necessary
- maintaining resources to meet pupils' needs
- liaising with parents/carers (after consulting class teachers)
- keeping a record of pupils with SEND and those causing concern
- completing all necessary documentation in connection with statutory assessment and the annual review of the EHCP.

Our SENCO, Assistant SENCO and link governor SENCO can be contacted via the school office (01925 752086).

The CLASS TEACHER is responsible for:

- delivering quality first teaching to all children in the class
- liaising with parents/carers and the SENCO / Assistant SENCO about concerns
- compiling individual plans, involving the pupil and parents/carers in this process
- addressing the targets and evaluating the individual plans at least termly
- inviting parents/carers in to school each term to agree new targets and to sign the pupil's individual plans

- incorporating the involvement of outside agencies organised by the SENCO / Assistant SENCO
- incorporating any extra support provided within school
- planning the support which the TA/LSA provides in the classroom
- liaising closely with the SENCO / Assistant SENCO for target setting, teaching and assessment/evaluation.

The TA/LSA is responsible for:

- supporting pupils with SEND within the classroom, as planned for by the class teacher
- working with individuals or small groups on individual or group targets with class teacher's guidance
- keeping a record of support given
- liaising with the class teacher
- supporting the class teacher in assessment and planning.

The GOVERNING BODY is responsible for:

- the Governing Body has a named member who has specific responsibility for SEND and Inclusion. This person will meet with the SENCO and/or the Head Teacher at least once a year in order to keep the Governing Body informed about current issues regarding SEND in school
- the Governing Body evaluates the success of the special educational needs provision through reports from the Governors with responsibility for SEND, and updates to the Curriculum Committee
- the Head Teacher's report to the Governing Body also covers SEND developments.

Storing and Managing Information

All confidential records will be stored and archived in a secure, lockable filing cabinet for 25 years in accordance with our Data Protection Policy, available on our school website.

Dealing with Complaints

If you are concerned with an aspect of your child's provision, please contact their class teacher in the first instance. If you do not feel that the issue has been resolved please contact the school's SENCO. In the unlikely event that you are still dissatisfied, please contact our Head Teacher to arrange a meeting.

Should there be a disagreement between the parent/carer, school or LA over SEND matters, the LA (in line with the current Code of Practice) must make arrangements for avoiding or resolving disagreements. Independent persons must be appointed through the LA to facilitate these arrangements. The arrangements bring different parties together in the presence of an independent facilitator to seek an agreement. The people in the disagreement, not the facilitator, decide the terms of the agreement.

For further information, please refer to our Complaints Policy, available on our school website.

Reviewing the Policy

This policy will be reviewed by the SENCO and presented to the Governing Body biennially.