



Oswald Road Primary School

Special Educational Needs / Disability (SEND) Policy September 2016

Policy ratified by Governing Body: Nov 2016

Headteacher: Jon Beisly
Chair of Governors: Richard Price

To be reviewed in 1 year.

Oswald Road Primary School SEND Policy

INTRODUCTION

Oswald Road Primary School, led by the Headteacher and Governing Body, adopt a whole-school inclusive approach to students with Special Educational Needs recognising that the aims of education are the same for all students. Oswald Road Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual and having high expectations for all children. We aim to provide a broad, balanced and creative curriculum within a nurturing environment in which all pupils can develop towards their full potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS / DISABILITY

Oswald Road Primary School recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post -16 institutions

The school makes provision with regard to the 2014 Code of Practice, the SEND and Disability Act (amended 2001) and the Discrimination and Disability Act (December 2006). The implementation of the SEND Code of Practice 2014 will be through the School's SEND Policy and School SEND Information Report. The School SEND Information Report is reviewed annually.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEND Information Report (Nov 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

- This policy was created by the school's SENCo in consultation with the Headteacher, SLT and Governing Body. The SENCo at Oswald Road Primary School is an Assistant Headteacher and a member of the school's Senior Leadership Team (SLT). The current SENCo is Helen Woolf and she can be contacted on h.woolf@oswaldroad.manchester.sch.uk. Alternatively, she can be contacted via the school office. Helen Woolf was awarded the National Award for SEND (NASENCO Award) with Distinction at Manchester Metropolitan University in July 2016. Helen Woolf works closely with our Operational Inclusion Lead, Sam Coombes. Sam Coombes can be contacted on sam.coombes@oswaldroad.manchester.sch.uk. The named SEND school governor is Ann Kerrigan and she can be contacted via writing to the school office or emailing governorinbox@oswaldroad.manchester.sch.uk.

AIMS AND OBJECTIVES

Oswald Road Primary School aims to:

- Ensure all procedures for identifying children with SEND are known and understood by everyone.
- Provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Use flexible and responsive teaching and learning styles to support children's learning.
- Set suitable learning challenges and overcome potential barriers to learning and assessment
- Ensure records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- Raise staff awareness of and expertise with SEND through a programme of Continuous Professional Development.
- Work in close partnership with parents. Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress.
- Maintain close links with the support services and other professionals and agencies.
- All children, regardless of gender, faith, and ethnicity, pupils with English as an additional language, Looked After status or Additional Needs (behavioural, emotional and social difficulties) are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- Equip students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Ensure there is adequate resourcing for SEND.

FURTHER GUIDANCE

Disability Discrimination Act 1995
Education Act 1996
SEND Code of Practice 2001
Children's Act 2004
Removing Barriers to Achievement 2004
Looked After Children 2005
Matching Provision to Need Tool (MPNT) 2010
SEND Code of Practice 2014

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Oswald Road Primary School is an inclusive school which is committed to offering all its students a broad and balanced curriculum, enabling them to become confident individuals so that they may have a successful transition to adulthood. Oswald Road Primary School provides a focus on outcomes for children and young people and not just hours of provision /support.

Adaptations to the curriculum are based on individual needs with the ultimate goal of including the young person with SEND socially and academically. Support should be appropriate to the young person's age and needs and aims to overcome barriers to learning. Oswald Road Primary School identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Provision for students with SEND depends on their specific need and the impact that these needs have on their education. Therefore, a personalised approach is used. These four broad terms give an overview of the range of needs that should be planned for:

1. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
2. **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
3. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

4. Sensory and/or physical - this includes children with sensory, multisensory and physical difficulties.

Please note the following:

- Behavioural difficulties do not necessarily mean that child or young person has a special educational need and should not automatically lead to a pupil being recorded as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has a specified need and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a special need.
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision. However, staff will be informed.

The following are not considered to be SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

DISABILITY

Many children and young people who have SEND may have a disability under the Equality Act 2010 – 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Oswald Road Primary School observes two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

ASSESSMENT AND REVIEW

The 2014 Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A record is kept of pupils with identified SEND by the school SENCo and is updated on a termly basis following pupil progress meetings with class teachers. Where concern is expressed that a pupil may have a special educational need, it is the responsibility of the class teacher to take early action to assess and address the difficulties and to seek further advice from their Phase Leader and school SENCo.

Reviews of pupils on the SEND record take place three times a year with the class teacher in the form of IEP (Individual Education Plan) meetings. For pupils with Education, Health & Care plans (formerly statements of special educational needs), an annual review meeting is also held. This annual review meeting is in the form of a Person Centred Review, in line with best practice, as advised by Manchester LA. This annual review is co-ordinated and chaired by the school SENCo. Parents and relevant professionals are invited to attend this meeting and provide relevant reports. For children who are on a pathway to an EHC (Education, Health and Care) Plan, regular Team Around the Child (TAC) meetings are held prior to the application being submitted to the LA. These meetings are co-ordinated by the school SENCo and Parents/ Carers and relevant professionals are invited to attend.

Provision maps for each phase (EYFS, KS1, LKS2 and UKS2) are used for pupils who are on the SEND record. This provision map is reviewed and updated on a termly basis following pupil progress meetings. In addition, school produces a personalised provision map for each child on the SEND record, clearly detailing additional provision. A copy of this provision map is sent to parents on a termly basis, following review.

Please be advised that Parents / Carers may commission their own private professional reports. However, due to quality assurance issues, assessment for privately commissioned reports must take place off site.

School is not able to accommodate private sector providers on site during the school day. Parents /Carers are at liberty to share privately commissioned reports with school but please be advised that these reports will not be used to prioritise SEND provision within school and cannot be submitted by school as supporting documents for Education, Health and Care Plans (EHC).

A Graduated Approach to SEND Support

At Oswald Road Primary School we adopt a "quality first teaching" approach. The key characteristics of quality first teaching are:

- highly focused lesson design with sharp objectives
- high levels of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work with levels of independence
- regular use of encouragement and authentic praise to engage and motivate pupils.

(Personalised learning – a practical guide (DCSF 2008))

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from SEND teaching assistants or SEND specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through termly pupil progress, lesson observations, book scrutinies and learning walks.

A range of professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing the best outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the Phase Leader and SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be notified. The teacher, Phase Leader and the SENCo should agree, in consultation with the parent, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains full responsibility for the progress of the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, if necessary

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. Progress data for all SEND children is submitted half termly by class teachers for review by the school SENCo. The impact and quality of the support and interventions should be evaluated. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Phase Leader and SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SLT (including SENCo)
- analysis of pupil tracking data
- monitoring of procedures and practice by the school SENCo
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

LEVELS OF SUPPORT FOR PUPILS WITH SEND

Specialist Support - Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Emergency Funding – Manchester Local Authority accept that there will be some Cases where a child has an exceptional high level of need and requires a high level of additional support that cannot be reasonable expected to be met by the school from their own resources. Such cases are exceptional and rare. Primarily it is those children who have moved into the city or to a school for the first time or where a significant event has resulted in a change of circumstances for the child / young person. Where there is sufficient evidence, it is the responsibility of the school to submit an application and all supporting documentation to the SEND panel. This funding is only available for a period of 13 weeks (1 term) in which time the need will have reduced or a formal request for statutory assessment will have been submitted to the Local Authority. If there is no request for statutory funding made within the 13 week period then the funding will stop and will not be considered further.

Education, Health and Care Needs Assessments - Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress over a period of time, the school or parents should consider requesting an Education, Health and Care needs assessment. From 1st September 2014 no more Statements of SEND will be written. They will be replaced by Education, Health and Care (EHC) Plans. Statements which currently exist will remain valid but will gradually be converted into Education, Health and Care (EHC) Plans by Manchester Local Authority over the next three and a half years. These conversions will usually take place at key transition points. Education, Health and Care (EHC) Plans will have the same legal status as Statements of SEND and will cover the age range 0 - 25. An EHC Plan for a 19 to 25 year old would only be maintained when specific educational provision is still required.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School With Medical Conditions, which can be found under the "Inclusion" tab on the school website. Lisa Cameron, Family and Childrens Support Co-ordinator, is responsible for co-ordinating support for children with health needs.

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. A programme of ongoing SEND CPD for all staff is established and forms part of the school Quality Assurance Calendar (QAC). Staff training is high priority and both teaching and support staff are made aware of training opportunities that relate to working with children with SEND. All teachers and support staff undertake induction on taking up a post and this includes extensive information regarding the systems and structures in place around the school's SEND provision and practice.

The school's SENCo regularly attends the Manchester LA (Local Authority) SENCo Network Meetings as well as working closely with the Chorlton Cluster of schools. In addition, the School SENCo has been awarded the National SENCo Award with a view to developing a research led practice at Oswald Road Primary School.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has an appointed SEND Governor who takes particular interest in this aspect of the school.

The Governing Body will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Headteacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the school SENCO and Inclusion Lead
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the additional provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted by all staff
- liaising with and advising other school staff

- supporting staff to identify pupils with special educational needs
- providing professional guidance to colleagues and sourcing appropriate training for staff, when necessary
- carrying out observations of pupils when requested to do so by Teachers / Phase Leaders
- commissioning specialist teachers / services to carry out assessments, when necessary
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising with parents / carers of pupils with SEND, alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND record
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment procedures and regular pupil progress
- contributing to /planning the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children. In line with the SEND Code of Practice 2014, the class teacher is directly responsible and accountable for the progress of all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This is not a new concept. It is firmly embedded in the Teachers Standards (2012) and the new Ofsted Framework
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the Phase Leader, SENCo, Parents and Pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis

- Directing / deploying support staff in their class to support all learners
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Making themselves aware of the School SEND Information Report which is shared on the school website for all stake holders
- Directly liaising and meeting with parents of children with SEND for completion/review of Individual Education Plans (IEP), on a termly basis
- Ensuring class SEND files are updated with relevant paperwork on a termly basis
- Attending termly pupil progress meetings and updating SLT regarding progress of SEND pupils
- Completing / reviewing One Page Profiles, in collaboration with parents, for children with special educational needs

TAs should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

- use the school's assessment procedure for giving weekly feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Making themselves aware of the School SEND Information Report which is shared on the school website for all stake holders

ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

REVIEWING THE POLICY

This policy will be reviewed by The Governing Body on an annual basis.
Next review due Autumn 2017