

OSWALD ROAD PRIMARY SCHOOL **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Aims

Oswald Road Primary School seeks to develop the full potential of each child, celebrating the uniqueness of each individual. We aim to provide an inclusive curriculum within an enriched, vibrant environment in which all children can develop their full potential as individuals and as learners.

At Oswald Road Primary School we consider that

- ✓ A child has Special Educational Needs (SEN) if s/he has additional needs which call for additional or specialist provision. (Provision may be for cognitive difficulties; social, emotional or behavioural difficulties; social and communication difficulties; or sensory difficulties. Some children may have more complex needs and have a number of additional needs.)
- ✓ A child has an additional need if s/he has a significantly greater difficulty in learning than the majority of children of the same age
- ✓ A child with a disability has additional needs if they have any difficulty in accessing the curriculum and if they need any special educational provision to be made for them; that is anything that is additional or different from what is normally available in school.

The school will have regard to the current code of practice for special needs and considers these the three key principles for inclusion at all levels of curriculum planning.

1. Children with SEN and or a disability are entitled to enjoy and progress through the curriculum and have suitable learning challenges set for them. This is achieved through: Quality First Teaching; setting when considered appropriate by the SLT; flexibility in organising children within the classroom using both mixed ability, paired and ability groupings, as well as specific individual work; differentiating work to meet specific needs; and providing a broad and balanced curriculum.
2. The school ensures that action is taken to respond to children's diverse learning needs through: the principles of Quality First Teaching; the continuous assessment of children's learning (Assessment for Learning) feeding into the curriculum planning processes in both the short and medium term; the use of APP; the provision of suitable learning challenges within the context of a developmentally appropriate curriculum; formally assessing children at key points across the year; using assessment to track progress and identify needs (Pupil Progress Meetings) and amend the teaching; holding transition meetings in the summer term where information can be shared with the receiving teacher and teaching assistant; and listening to the views of parents/carers and children.
3. The school helps to overcome potential barriers to learning and assessment for individuals and groups of children by offering individual and groups support from suitably qualified and trained staff.

Objectives

The objectives of our SEN and disability policy are:

- ✓ Children with SEN and disabilities access a broad and balanced curriculum
- ✓ All SEN children and children with disabilities make at least expected progress in their learning i.e at least three sublevels across a school year
- ✓ Early identification of pupils' special needs
- ✓ Assessment data used to inform decision making
- ✓ Appropriate resources are available for staff use in the classroom to ensure that the needs of pupils are appropriately met

- ✓ 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
- ✓ Children are encouraged to participate in review meetings and evaluate the progress they have made
- ✓ Use is made of teachers, other professionals, facilities and resources from within the school and outside
- ✓ Achievement targets are set and reviewed on a regular basis
- ✓ All children grow in confidence, independence and self-reliance and become confident and capable learners
- ✓ All children are actively involved in setting their learning targets (learning in its broadest sense to include social, emotional and behaviour targets, social and communication targets as well as knowledge-based targets) and know what the next steps are in their learning journey

Responsibility

The Headteacher and Governing Body's responsibilities include:

- Ensuring that the SENCO is a member of the SLT
- Ensuring the SENCO has sufficient time to undertake the role in the light of the Code of Practice and the context of the resources available to the school
- Funding the SENCO from the core or base budget Supporting the SENCO to use ICT for SEN management and preparing or recording IEPs
- Facilitating the SENCO in networking and communicating with other SENCO's

The governors of this school wish to ensure that:

- The SEN and Disability Policy is in place and in line with the SEN code of practice and the Equalities Act
- A member of the Governing Body of Oswald Road Primary School is responsible for SEN and Disability
- Access to the policy is readily available for all staff and parent/carers
- The policy is clearly articulated and consistently applied
- That SEN records are maintained by all staff and kept up to date
- That SEN records, reviews and evaluations are shared with parent/carers and children
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- The SEN governor will liaise with the SENCO on a regular basis

The person responsible for co-ordinating the day to day provision of education for children with special educational needs and disabilities at Oswald Road Primary School is the SENCO. The SENCO is currently also the school leader on Inclusion.

The SENCO is responsible for:

- ✓ Determining the strategic development of the SEN and Disability Policy and provision with the head teacher and governing body
- ✓ Co-ordinating provision for children with a variety of special needs and disabilities
- ✓ Liaising with and advising fellow teachers and teaching assistants
- ✓ Monitoring the quality of teaching and standards of pupil progress
- ✓ Working with class teachers to ensure that provision is matched to the needs of the children
- ✓ Maintaining school systems and records for children with SEN and disabilities
- ✓ Developing and maintaining working relationships with parents
- ✓ Liaising with outside agencies, including the educational psychology service and other support agencies, health, social services and voluntary bodies
- ✓ Keeping the head teacher and governing body regularly informed of developments as and when necessary

- ✓ Maintaining a record of INSET and planning appropriate CPD related to SEN and disability
- ✓ Keeping up to date with new developments
- ✓ Disseminating information to relevant staff
- ✓ Managing the deployment of TA's supporting pupils with SEN and disabilities

All class teachers have a responsibility to ensure that the SEN policy is put into practice.

Class teachers' responsibilities include:

- ✓ Identifying children who make little or no progress even with the differentiated learning opportunities provided through Quality First Teaching
- ✓ Working with the Inclusion Leader and parents/carers in collecting and recording information about and with the pupil in determining the action to be taken
- ✓ Sharing targets and reviewing progress with children and parents/carers
- ✓ Planning and delivering appropriate IEPs
- ✓ Recording on the IEP that which is different to or additional from the differentiated learning opportunities provided for all other children
- ✓ Working with and planning learning with teaching assistants

Identification Procedures

Children with special educational needs and or disabilities will be supported on transition where their needs are known in advance of them starting at Oswald Road. Once they are at school class teachers become responsible for identifying that a child is in need of extra support. Class teachers are responsible for identifying SEN. They also use appropriate assessments to inform their planning, differentiation and target setting for children with SEN and disabilities.

Other agencies such as speech therapists, health visitors or other non-teaching staff may also be involved in the process by being utilised in an advisory capacity at school action stage.

Identification strategies that can be adopted are:

- ✓ Observation
- ✓ Teacher assessment
- ✓ Pupil progress and tracking
- ✓ Discussions with headteacher, other staff or external agencies
- ✓ Discussions with parents and child
- ✓ Results of standardised tests e.g. reading tests, SATs results

When a child is identified, as having additional learning needs parents should be informed and with parental agreement the child's name entered onto the SEN list. The information gathered about the pupil's needs - difficulties with cognition or learning; social/emotional/behavioural difficulties; speech/language and communication difficulties or sensory disabilities. This information is then used by the class teacher/SENCO to write an IEP. Targets should be SMART.

Children with complex medical needs (e.g. epilepsy may also need to have an Individual Health Plan which will outline the action to be taken in the event of an emergency.)

Provision for Children with Special Educational Needs

The following stages of provision are offered in line with the Code of Practice and the **Manchester Matching Provision to Need Tool**.

Should Parents/Carers at any stage need help and support with either identification, provision or the process they will be advised to contact Parent Partnership.

At School Action the triggers are:

- ✓ a concern, underpinned by evidence that a child is making little or no progress even though they have had quality first teaching and differentiated learning opportunities
- ✓ the class teacher will collect information on the child and seek additional information from the parent before deciding on the action to be taken
- ✓ the class teacher will then be responsible for working with the child on a daily basis and for planning and delivering an IEP
- ✓ the SENCO will then take the lead in further assessment of the child's strengths and weaknesses and monitors the reviewing action taken

A range of strategies are used to support the needs of SEN pupils at School Action including:

- ✓ different learning materials or more effective strategies
- ✓ special equipment or resources
- ✓ some group or individual support with a teaching assistant or class teacher
- ✓ undertaking staff development and training

At School Action Plus the triggers are where:

- ✓ a pupil makes little or no progress even though they have accessed some individual or small group support

Action at this stage will always involve consultation with specialists who will need to see the pupil records. The SENCO is responsible for co-ordinating this consultation process. The IEP should record fresh strategies, which are being implemented. As far as possible all support should be provided in class. Where withdrawal support is felt to be appropriate, this should be on a 1:1 or small group situation.

At Intensive School Action Plus the triggers are where:

- ✓ a pupil has made little progress in spite of receiving an individualised programme at school action plus

Action at this stage will involve consultations with specialists and will involve additional resources and specialist teaching or additional teaching assistant support with advice from relevant agencies from outside school. The school may wish to consider entering into an SEN Agreement with the LA at this stage for some additional funding to meet the child's needs.

Recording, Monitoring and Review

The class teacher is responsible for:

- ✓ maintaining the class SEN file
- ✓ recording progress towards the achievement of IEP targets by reviewing targets at least termly and monitoring and recording progress of individual targets
- ✓ reviewing IEP short term targets at least three times a year
- ✓ reviewing long term IEP targets annually
- ✓ checking and updating the class medical list
- ✓ informing the Inclusion Leader if there is a need for a health plan or training implications
- ✓ liaising with parents/carers

The SENCO is responsible for:

- ✓ monitoring the progress of pupils with SEN termly
- ✓ monitoring the implementation of IEPs within the classroom
- ✓ monitoring the annual review of IEPs
- ✓ liaising with parents/carers

Statutory Assessment

When a child is moving towards statutory assessment the school will provide evidence of:

- ✓ School Action/School Action Plus/ISAP
- ✓ IEP
- ✓ Record of reviews and outcome
- ✓ NC levels and NNS/NLS attainments
- ✓ Matching Provision to Need Tool
- ✓ Views of parent/carers and pupil
- ✓ Involvement of other professionals

Parental and Pupil Involvement

Children will be more progressively involved in their IEP targets through discussion with class teachers. They will be given access to a member of staff to discuss any difficulties or concerns. They will be given opportunities for choice and decision making, by being provided with appropriately differentiated work, adequate resources and where appropriate adult support.

Parents/Carers will be involved in decision making and developing IEPs through the review process and parents evenings.

Parents/carers can be supported to request Statutory Assessment.

Parents/Carers will be informed of the support available from Parent Partnership.

Parents who do not attend reviews will be sent a copy of the IEP and any other relevant information.

Resources

Funds are delegated to the school for special educational needs and disabilities in two ways. Firstly there are funds held centrally by the Local Authority. The money here is given to school to target the needs of individually named children. These children either have a Statement of Special Needs or the school has entered into an SEN Agreement with the Local Authority to meet the needs of these specific children. The funding for these children is reviewed annually through the Statement of SEN Annual Review.

Secondly there are detailed funding arrangements which are delegated to the school through the school budget share. It is entirely at the discretion of the Governing Body in consultation with the Head Teacher and SENCO as to how this money is allocated. The use of this money is a matter for the school in the light of the Governing Body's statutory duties, their SEN and Disability Policy and the SEN Code of Practice. These funds can be used to support children with a range of educational needs and disabilities.

Criteria for Success

The SEN policy will be reviewed annually by the Pupil Welfare and Discipline Committee, Curriculum Committee and the Full Governing Body.

To evaluate the success of the policy it must be determined that:

- ✓ Everyone knows about the policy and is using it
- ✓ Children with SEN are identified quickly
- ✓ Parents are informed and involved
- ✓ Children are well informed and involved in identifying, monitoring and recording progress in their learning
- ✓ Provision is matched to pupils' needs
- ✓ Children with SEN and disabilities access high quality teaching and learning
- ✓ Children with SEN and disabilities make good progress
- ✓ Teachers are managing challenging behaviour

The outcomes of review of the SEN policy will inform the targets set and outlined in the SEN action plan

Arrangements for Complaints

Most disagreements can be resolved through discussion with the SENCO, parent/carer and class teacher. However should any parent have cause for complaint, they should be addressed in the first instance to the Headteacher, the Chair of Governors and / or the Governor for SEN. Should action need to be taken the school's complaints procedure will be followed. Parents/carers will be directed to the support available to them through Parent Partnership.

Links with other school policies/documents

- ✓ Teaching and Learning Policy
- ✓ School Improvement Plan
- ✓ Subject Improvement /Action Plans
- ✓ Medium and short term planning
- ✓ Assessment Policy
- ✓ Budget Plans
- ✓ CDP plans
- ✓ Matching Provision to Need Tool

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