



The
Oswaldtwistle
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RESPECT • BELIEVE • ACHIEVE • BECOME

Oswaldtwistle School Special Educational Needs & Disability (SEND) Policy

Revised March 2022

Oswaldtwistle School

Special Educational Needs and Disability Policy

The SENCO and Inclusion Leader Mrs Sarah Barton and SENCO Stacey Gregory, are responsible for the coordination of the Oswaldtwistle schools Special Educational Needs and Disabilities policy.

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Section 1 – Vision Statement

Oswaldtwistle School Vision and Mission Statement

*“Through a culture of mutual **respect** and the promotion of **resilience** and **self-belief** we strive to provide our young people with a second chance and in so doing help them to **achieve** the things they never thought they could, and ultimately **become the person** they always dreamed of **being**.”*

Respect Believe Achieve Become

Vision

What do we want to achieve?

To be widely regarded as a truly outstanding Alternative Provider that successfully responds to the needs of all the young people in the local education system who require something additional or alternative to the core that is offered by the mainstream sector.

To provide each child with a highly personalised learning experience, within a support network that focuses on removing ‘barriers’ and encouraging participation and achievement. This in turn will transform life chances by equipping each and every child with the competencies and confidence to achieve their full potential, enjoy life and become the best they can.

To achieve exceptional outcomes by securing appropriate destinations for each and every student we work with, be it a return to a mainstream setting, moving on to a special school setting, heading off to college or entering the world of apprenticeships and work.

Inclusion vision Statement

Every student is entitled to a broad, balanced, relevant and differentiated curriculum with opportunities for progression through the curriculum. ‘Special Educational Needs and Disabilities’ is a whole school policy to be addressed by all curriculum areas. All staff are responsible for the effective learning of all their students, including those identified as having special educational needs or disabilities.

Section 2 – Aims and Objectives

- **At Oswaldtwistle School we aim to offer students a broad and balanced curriculum, including access to the National Curriculum, as well as their statutory entitlements striving to provide the best possible education for each child (in accordance with the ‘Special Educational Needs and Disabilities Code of Practice 0-25 2014’).** To provide appropriate and where necessary additional learning support to students encountering difficulties in meeting the requirements of the Curriculum.
- **To establish effective procedures to promote early identification of students with Special Educational Needs.** Gathering information from parents, education, health and care services prior to entry. We have an induction process with assessments to identify possible unmet needs. We will maintain appropriate records and monitor student progress.
- **To work collaboratively with staff to develop a range of teaching strategies and learning experiences based on students’ needs.** To provide teaching staff with the information as to the student needs and to encourage clear and effective support for staff when dealing with these students. The methods include INSET, meetings and sharing Individual Education Plans, Educational Health Care Plans, Educational Psychology reports and other information as available.
- **To Foster effective relationships with support services and external agencies.** We have a variety of services involved in our provision whom we meet with regularly. These agencies can provide expert advice to meet student needs.
- **To assess, monitor and record the progress of students with Special Educational Needs in accordance with the ‘SEND Code of Practice 0-25 2014’.** Continuous monitoring of students with SEND by teachers, teaching assistants and other staff working within the school will aid our students to reach potential. Interventions are provided where identified to attempt to bridge gaps in attainment or support in any area of need.
- **To initiate formal assessment procedures and conduct annual reviews in accordance with current legislation.** To complete EHCP reviews following the Lancashire format in line with the ‘SEND code of Practice 2014’.
- **To work with parents / carers.** We will include parents in their child’s education by ensuring we communicate clearly with them regarding SEND provision. We will use parents’ support to gain a better understanding of their child and involve them, supporting them in terms of understanding SEND procedures and practices and providing regular feedback on progress.
- **To create a school environment for students to contribute towards their own learning.** We encourage students to feel safe to voice opinions of their needs with the team. Student council, educational visits and additional SEND support is available.
- **To collaborate with education providers in the area.** To work in support and partnership with local primary and secondary schools and provide outreach services

Section 3 – Identifying Special Educational Needs

Definition of SEND as detailed in the SEND code of Practice (2014)

“A person has SEN if they have a difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she i) has a significantly greater difficulty in learning than the majority of others the same age; or ii) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Children must not be regarded as having a learning difficulty solely because their language or form of language in the home is different from the language in which they will be taught. Special educational provision means educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools.

Identification

- Need may be identified through teachers' observations and assessment (SATs, CATs, spelling tests, reading tests)
- Parents / carers of children with disabilities or additional needs are expected to notify the school of these prior to admission. If these are not known at the time of enrolment or become apparent after admission the school should be notified at the earliest opportunity.
- The previous schools of a student provide information regarding any additional needs through the induction process.
- If needs escalate or complications arise provision will be considered.

Other aspects may impact on progress and attainment for example it is important to note the following:

- Disability – the code of Practice outlines the “reasonable adjustment” duty for all settings and schools under current disability equality legislation – these alone do not constitute SEND
- Attendance and punctuality – the school attendance officer is aware of students who are underachieving due to this concern.
- Health and Welfare – Safeguarding can be contacted at any time to discuss this (Amanda Corns)
- ‘English as an additional language’ – please refer to the school EAL Policy however children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman / woman

Rarely needs change so significantly that Oswaldtwistle School may not be able to provide an environment suitable for a student to participate, thrive and make progress. Parents/carers will be consulted and where appropriate, the move of a student to another educational establishment will be requested.

As can be seen from the definitions of SEN, Oswaldtwistle School is an extension of the young person's mainstream school response to the identification of SEN and, while not strictly defined as a specialist school, staff specialism and experience lies within the area of Social, Emotional and Mental Health (SEMH). Within our work, we continue to support the identification of long term needs and inhibitors to learning, be they of a Social Emotional Mental Health nature or any other kind.

Section 4- A Graduated Response to SEND

This policy is written to comply with the Children and Families Act 2014 and its SEN Codes of Practice 2014, along with the Equality Act 2010 which has resulted in a number of fundamental changes from the previous legislation.

- The **views of parents and young people must be considered** and Parents are expected to be involved at every stage of the planning and reviewing of SEN provision for their child. This includes provision for a legal right for parents to control the funding for the support their child needs;
- No more statements will be issued by the Local Authority. Statements have been replaced by **Education, Health and Care Plans (EHC Plans)** which can identify support for children from birth to 25 years and includes health, social care and education within the package of support;
- School Action and School Action plus have been replaced by a single category of need known as **Special Educational Needs Support (SENS)**.
- All children and young people are expected to benefit from **Quality First Teaching**; this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. Additional focused intervention with the purpose of targeting development of particular skills for any child to meet a specific need can be given without identifying a level of SEN.

Formal Assessment

Where a student's needs cannot be met solely by the arrangements described above, the SENCO will put the student forward for formal assessment by the LA. If the student's needs are such that the LA believes that additional resourcing is required to fully support their needs, then the Educational Health Plan process will be started.

Educational Health Plan (EHC)

Previously known as a "Statement of Educational Need" the EHC plan is designed to look at all the additional needs of a child and develop a collaborative approach between Education, Health and Care services in the creation of an EHC plan which will meet the needs of the child.

The first stage is the "**All About Me**" completed on arrival to the school as part of the induction process. This is a how we document what we all think are the issues in a process which involves the child and parents/carers and the agency with the concern e.g. the school.

It may be that at this stage the concern can be met by the agency without the need for additional input from other agencies. If other agencies are required, then the process moves onto the **CAF (Common Assessment Framework)** process; with the referring agency becoming the **Lead Professional** in the first instance. A meeting is called for all the agencies who we consider to have a relevant input and a plan of action is drawn up. This plan is reviewed every 6 weeks in the **TAF (Team around the family)**.

A recommendation from the TAF may be that the evaluation of an Educational Psychologist is needed and this can be bought in by the school or main agency from the Local Authority SEND TRADED Services or via our links to a commissioned Educational Psychologist Service.

The EP assessment will provide a report on what strategies should be used to support the child as well as accurate information on the abilities of the student.

If the strategies provided by the EP are not sustainable in a mainstream environment or are required on a permanent basis e.g. small group size, then the case would be made for consideration for a placement in a specialist school provision via an EHC plan.

This process works within timeframes and is not a quick solution to immediate issues.

Process (Assess, Plan, Do Review)

1. A concern is highlighted which may require additional input.
2. An IEP is written and we follow our Provision Map.
3. All About Me is drafted.
4. A CAF is opened when we require Wave 2 Intervention.
5. A TAF is held to write action plan.
6. EP involved to assess child
7. Application made for EHC plan.
8. Panel approves EHC plan.

Section 5 – Managing Pupils’ Needs on the SEND Register

The register is kept up to date by the SENCO. It is reviewed on an on-going basis and feeds into pupil progress meetings, Inclusion meetings and student forums where appropriate.

Student forums are sometimes initiated for a student if needs are significantly causing an impact on progress of themselves or others. They are designed to bring together all who work with this child in school to look at what we admire about a young person and what is working well or not working and devise a plan of action to go forward with.

Parents are provided with a form ‘parents voice’ to complete on admission regarding concerns linked to needs. Pupils complete the ‘All About Me’ form on arrival. These two alongside the portrait and school information help us to plan support.

Oswaldtwistle School encourages feedback from staff, parents and students throughout the year. In addition, parental feedback in the form of a parent and student questionnaire is completed annually prior to the review. The SENCOs are available to any parent at parents evening or by appointment in person or virtual.

All students at the Oswaldtwistle School will follow, wherever possible, National Curriculum guidelines in core subjects. Staff will take account of Special Educational Needs and this will be reflected in their planning which will also highlight differentiated tasks. Students will work with staff to use their IEPs to facilitate access to the Curriculum and measure individual progress. All students will be involved in sporting and leisure activities whether school based informal ones or more structured learning opportunities. Students will also have access to educational visits to supplement the Curriculum.

All pupils attending Oswaldtwistle have a personalised approach to their learning through the careful assessment, planning, delivery and evaluation of what a child can do. This is undertaken at a class teacher level and reported on through half termly assessments and reviews held between the Headteacher and SENCO. There are regular subject reviews and the core subjects undergo deep dives. The personalised approach is informed by the assessments undertaken at the point of referral; the data supplied by the school regarding levels of learning; information supplied by the school related to their response to the child’s SEN and observations, assessment and work undertaken at Oswaldtwistle. We monitor progress and effectiveness of our work on a daily, weekly, half-termly and termly basis and report to parents and schools on a weekly informal and half-termly formal basis.

All our paperwork in the form of Individual Education Plans, IEP reviews, weekly reports, Review Meetings and academic assessments are available to contribute to the Schools SENS or EHCP records. Staff contribute to the SEN review and planning where appropriate.

The SENCO team will liaise with the Local Authority’s SEND Case Manager (formerly known as SENDO) for completion of paperwork for EHCP submission or review.

A record of pupils who will be in receipt of additional SENS (Special Educational Needs Support i.e. tutoring and additional SEN Support) will be kept by the SENCO. In addition, Oswaldtwistle School will record the SENS specifically provided for identified students to include **identification of a pupil’s need; the outcomes sought; support provided; teaching strategies required and the effectiveness of the**

interventions and impact on pupil's progress. This will be available for parent/carers, any receiving school and specifically for the school review meetings.

Education, Health and Care Plans

If a child fails to make progress, despite high levels of support from the school consideration will be made as to whether to apply for an EHCP. This will take place if the child has not responded to the support provided and:

- Is a Looked After Child and therefore additionally vulnerable
- The child has an identified lifelong difficulty which means that they will always need support in order to learn effectively
- The child's achievements are so far below their peers that the school, parents and the school think the child may at some point benefit from special school provision.

Children and young people, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g. dyslexia, dyspraxia, ADHD, ASD etc) does not mean that the child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child, the school and us together with any health and care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHCP which will record the decisions made at the meeting.

If Oswaldtwistle School has ceased to be involved with the education of the child at the point of this meeting, depending on the time lapse, representation will be available to the meeting in the form of reports or if requested, by a member of staff attending.

Section 6 – Parental Role

It is the policy of the school to work closely with parents encouraging and respecting their input into the educational provision of their own children and also the life of the school in general. Parents are encouraged to be closely involved with all aspects of the education of their child. Parents are welcome to visit the school although telephoning beforehand to make an appointment is very helpful and much appreciated.

Input from parents will take many forms:

- Annual Review Meetings with resulting recommendations.
- Parental Consultation Evenings or Planning Meetings twice yearly (virtual and / or in person)
- End of year reports.
- Governors Annual Report to parents.
- Annual School Improvement Plan audit.
- Home visits by school staff.
- Interim meetings held at the request of parents or teaching staff as required.
- Set up of specialist provision / equipment.
- The school's willingness to develop contributions parents might make to the school by helping in class, with particular projects and routines within the school.
- The school will support and develop parents' meetings organised by school staff, supporting agencies and parents themselves.
- Attendance at pupil health checks

Wherever there is a need to support parents in the area of language, literacy or mobility steps will be taken to provide practical support. The school will provide access to translation (written or verbal), make home visits or arrange to transport to and from the school where this is practicable.

Parents will be kept informed of their child's progress by:

- Immediate feedback by Key workers of achievement or difficulties.
- Regular reviews / reports

Section 7 – Supporting Pupils with Medical Conditions

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and PE. 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 SEN and may have an Education Health Care Plan. This brings together health and social care needs, as well as their special educational provision and the 'SEND Code of Practice 2014' is followed.

If medication is required we have procedures for the safe storage and administration of medications.

Section 8 – Monitoring and Evaluation of SEND

Student progress is monitored in a variety of ways through school assessment and recording on SIMS, Behaviour Watch and other systems. Students with an EHCP have an annual review and complete their voice section and parents are provided with an opportunity to complete a section. Staff are encouraged to share information and are provided with up to date information on SEND. This academic year case studies will be compiled with data to analyse the success of SEND provision, intervention and these will be matched with attainment and progress of the student. Additionally, SEN learning walks will be carried out with a particular focus in the coming 12 months. All parents are invited to complete the Ofsted parent view at any time <https://parentview.ofsted.Ofsted Parent View.uk>.

Section 9 – Training and Resources

The Headteacher and SENCO and Inclusion Leader will keep up to date with Statutory Requirements by attending cluster meetings. Staff will be kept informed both formally and informally at staff meetings and during staff discussions. Suitable training for staff is provided through INSET. The SENCO and Inclusion Leader will coordinate the school wide SEN knowledge on all aspects as appropriate.

Section 10 – Responsibility for the SEND Provision at Oswaldtwistle School

Mrs Sarah Barton coordinates the Special Needs and has completed the NASENCO Award. Stacey Gregory also coordinates the Special Needs and has also completed the NASENCO Award. The Headteacher is responsible for the management of Special Educational Needs and for keeping the school's Management Committee informed about provision. It is the statutory duty of the Management Committee (Governors) to ensure that Oswaldtwistle School follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Headteacher will work closely with the SENCO team to ensure effective day to day provision. All staff will be responsible for differentiating the Curriculum for students with special educational needs and monitoring their progress.

The partnership

The SEN Co-ordinator is responsible for

- The day to day operation of the policy including co-ordination, assessment and provision for SEN and maintaining the SEN records on all students.
- Liaison with parents and other agencies regarding SEN provision and for ensuring that the cycle of reviews and evaluations is carried out.
- ensuring action, not necessarily carrying it out

The Headteacher is ultimately responsible for

- endorsing all requests to the LEA for formal assessment and keeping parents informed
- ensuring confidentiality in information gathering systems

Young People have the right to

- be treated as partners in the process
- be supported by staff in preparing input to a review
- be given time to express themselves
- be able to understand the language used in discussion

Parents / carers will be supported and empowered to

- play an active role in obtaining and accessing the support and provision to meet the needs of the child
- make their views known
- have access to information, advice and support

Section 11 – Storing and Managing Information

The school is GDPR compliant and has a data officer Karen Stevenson. All staff has received training in GDPR. SEND information and documents are stored on various secure electronic systems. Some information that remains as a hard copy is kept in secure storage. When appropriate student's education records are passed on to places where their education continues. Information is kept and updated as appropriate.

Section 12 – Reviewing the Policy

This policy will be reviewed annually by the SENCO with changes and amendments agreed by the headteacher, Mrs Sandra Mc Kenna and the Management Committee member responsible for SEN.

Section 13 – Accessibility and inclusion

Please see the local offer and SEN Information report for further information. As a school we actively support disability equality and aim to deliver on the six areas of general duty including:

- Promoting equality of opportunity between disabled people and other people; to eliminate discrimination that is unlawful under the 'disability Discrimination Act';
- Eliminating harassment of disabled people that is linked to their disability;
- Promoting positive attitudes towards disabled people; encourage participation of disabled people in public life;
- Taking steps to meet the needs of those with a disability, even if this requires more favourable treatment.

We attempt to strive for opportunity for people with disabilities including staff, students, parents, carers, the management committee, contractors and those who use any of our services.

We have links to a number of other educational establishments and provisions to promote personalised inclusion. We aim to provide and promote inclusion through inclusive teaching and promote personalised programs to promote participation fully in day to day life in school.

All staff at Oswaldtwistle are experienced working with children with a range of difficulties including ADHD, ASD and other social, emotional and behavioural difficulties. Our teaching and support team include teachers, teaching assistants, learning mentors, a school counsellor and staff with experience and training in

- Nurture Group training and qualification
- Responding to and managing student behaviour
- Solution focussed Brief Therapy training
- Restorative Practice
- Raising knowledge and skills teaching pupils with ASD, ADHD and other disabilities.
- Understanding the needs of pupils with Attachment difficulties
- Safer Handling, adult responses to behaviours that challenge, that include de-escalation and methods of physical restraint.

We will make adjustments where required to ensure the school environment continues to be accessible. Oswaldtwistle School staff work closely with many other agencies to support inclusion including:

- Health – school nurse available for health checks, immunisation, input to Curriculum.
- Well-being Early help and Prevention WPEH
- Pupil Support Officer
- Educational Psychologist
- Social Services
- Youth Offending Team
- Special Educational Needs Service

Section 14 – Dealing with Complaints

Oswaldtwistle School works wherever possible, in partnership with staff in school and parent/carers to ensure a collaborative approach to meeting students' needs. All concerns or complaints are taken seriously and acted upon as described in the Complaints Policy, a copy of which is available on the Oswaldtwistle School web site www.oswaldtwistle.org. However, please contact the Head Teacher/ SENCO in the event of any cause for concern and discuss this informally first, in the hope and intention that we can take action that will support the situation.

Section 15 – Access Arrangements

It is necessary for some students to provide pre -examination adjustments based on evidence of need and their normal way of working. Access arrangements fall into two distinct categories; some arrangements are delegated to us as a school, others require prior approval from JCQ (awarding body). The SENCO liaises with the Exams Officer and in conjunction with the various exams and school Policies.

Section 16 – Bullying

Please refer to the school anti-bullying policy where steps are taken to ensure and mitigate the risk of bullying of vulnerable learners at Oswaldtwistle School. We safeguard the needs of pupils with SEND, promote independence and build resilience in their learning to support this. Initiatives are taken by the school with regards to use and understanding of social media.

Section 17 – Admission Arrangements

Admissions for students are in accordance with national legislation, including the Equality Act 2010.

All students will have an induction meeting before beginning their education at the Oswaldtwistle School. Parents will be included in the planning for their child.

On entry students will be monitored on a lesson by lesson basis to ensure they are able to access the curriculum. Students will also complete baseline assessment tests upon entry (see Assessment Policy).

Students with Special Educational Needs will be assessed and monitored by Curriculum staff who will regularly discuss students with the SENCO at weekly meetings. Students' progress will be monitored and action taken if adequate progress fails to be made.

Staff and students will review IEPs on a regular basis via one to one sessions with their Keyworker and parents will be made aware of how they can best help facilitate progress.

The Headteacher will hold regular reviews for students with a Statement of Educational Needs considering all aspects of student progress and liaising with involved agencies.

Transition Arrangements

All KS4 students are supported in planning their transition to college or training through the school's IAG worker. For students who are supported to reintegrate into mainstream school after spending time at Oswaldtwistle, planning meetings take place involving the student, parent/carer and staff from Oswaldtwistle and the receiving school. In each case, any additional information, including SEN information, is shared to ensure a well-planned and successful transition. Oswaldtwistle staff are available following transition to give advice where issues arise.

Section 18- Policy Compliance

This policy complies with the statutory requirement laid out in the 'SEND Code of Practice 0-25 2014' and has been written with reference to the following guidance and documents;

- Equality Act 2010; Advice for schools DfES Feb 2013
- Education Act 2002
- Children and Families Act 2014
- Education and Skills Act 2006
- Education and Inspections Act 2006
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher standards 2012
- Oswaldtwistle School SEN Information Report and Local Offer.

This policy has been created and updated by the school SENCO, Mrs Sarah Barton and Stacey Gregory, the Headteacher and the Management committee in the spirit of the reforms.

Adopted: February 2022

Review date: February 2023

Reviewed and amended: