

# *Oulton C.E. First School*



## **SEN Policy** <sup>(v1)</sup>

**Headteacher: Mrs A Graham**

**Chair Governors: Mr C Wass**

**Policy Agreed: January 2024**

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# Special Educational Needs and Inclusion Policy

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

- Equality Act 2010 –
- Statutory guidance on supporting pupils with medical conditions 2014
- National Curriculum primary framework 2014
- Teacher Standards 2011

## \*Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “**additional to and different from**” that provided within the differentiated curriculum to better respond to the four areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## \* What should you do if you think your child may have special educational needs?

- If you have concerns then please firstly discuss these with your child’s teacher who will explore your concerns and provide further insight and guidance.
- Mrs Mannering is the school’s SENCO. Mrs M James is the school’s SEN link Governor

## \*What are special educational needs?

The SEN Code of Practice describes four broad categories of need:

**1. Communication and interaction** - *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do not understand or use social rules of communication. The profile for children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

**2. Cognition and learning** - *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning*

*difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

**3. Social, mental and emotional health** - *Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

**4. Sensory/physical** - *Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi –sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

A pupil may be considered to have SEND needs if they display the following characteristics in terms of progress which:

- is significantly slower than their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers
- the gap in attainment between them and their peers widens

Every teacher is a teacher of every child including those with SEN. Provision through a broad and balanced curriculum and quality first teaching will support the needs of the vast majority of pupils within school.

A number of pupils may meet the criteria outlined above and be in receipt of additional educational provision that is additional to, or different from, that made generally for other pupils in school.

**\*How does the school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of a pupil's attainment indicate a lack of progress over time
- Pupil observation indicates that they have additional needs (These could be around Communication and interaction needs, Cognition & learning needs, Social, mental & emotional health needs or Sensory/physical needs)

Teachers will consider other factors, which are not SEN but may affect progress and attainment such as Attendance & Punctuality, being a Looked After Child or being in receipt of Pupil Premium Grant to pinpoint further if a child needs additional support.

### **\*How will you know how the school supports your child?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum. This might be through additional Teaching Assistant support or specialist resources such as a writing slope, coloured pages in exercise books or an IT package.
- All pupils have individual curriculum targets set in line with national outcomes to ensure challenge. These are discussed with parents at events such as Parents Evenings and pupils’ attainments to meet these targets are tracked by class teachers
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly meetings between the class teacher and the Head teacher/SENCO. The school followed a graduated approach to SEN support based on identified levels of need
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. The teacher or Teaching Assistant will run this. The length of time of the intervention will vary according to need but will generally be between six weeks and a term. All involved to ascertain the effectiveness of the provision and to inform future planning will regularly review the interventions.
- These interventions will be recorded on a provision map (for each year group). This is a record of the interventions, timings and impact of the intervention. If a review of the actions taken indicates that further “additional to and different from” support will be required for a pupil then the school will arrange a meeting with parents to discuss strategies to work in partnership to improve attainment.
- Additional SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. This process is called an Assess, Plan, Do and Review cycle. If a pupil makes good progress through targeted interventions then staff will consider the pupil’s exit criteria in terms of no longer needing targeted interventions and support. However, if progress rates are still judged inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs Support Service (SENSS)
  2. Behaviour Support Service
  3. Autism Outreach Team
  4. Hearing/Visual Impairment team
  5. Educational Psychologist Service
  6. Local Support Team
  7. Occupational Therapist
  8. Social Services
  9. School Nurse
  10. CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

**\*How will the curriculum be matched to your child's needs?**

Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

**\*How will you know how your child is doing?**

Progress towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and/or the SENCO if they have concerns in relation to their child's learning or development. School data in terms of pupil progress is collected on a termly basis to track the attainment and progress of all pupils.

**\*How will we help you to support your child's learning?**

- Our parent notice board often includes information that identifies local learning opportunities such as how to join the local library, places to visit etc.
- The class teacher or SENCO may also suggest additional ways of supporting your child's learning at home.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter, which are accessible via our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

**\*How will you be involved in discussions about and planning for your child's education?**

This may be through discussions with the class teacher, SENCO or senior leadership team member or during parents evenings. Additional appointments can be arranged with class teachers or the Head teacher/SENCO via the school office on 01785 336515. Parents and pupils are encouraged to comment on their child's Individual Support Plan with possible suggestions that could be incorporated.

**\*How is the decision made about how much support your child will receive?**

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO and class teacher. The school will identify which interventions and level of support is required. The support and advice from other external agencies will be considered by the school for some individual pupils. Additional funding can be requested from the Local authority when sufficient evidence has been gathered by the school following the Assess, Plan, Do and Review cycle which indicates a lack of progress by a pupil over a period of time. For pupils with a Education, Health & Care plan, the level of support will be determined when the plan is being produced or via the annual review.

**\*How will the school prepare and support your child when joining the school?**

A number of strategies are in place to enable effective pupil's transition. These include:

**On entry:-**

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO will meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

**\*How does the school prepare and support your child when joining or transition to the next School?**

**Transition to the next school**

- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y4 for an Education, Health and Care plan begins the process where parents are supported to make decisions regarding middle school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- The records of pupils who leave the school mid phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

**\*How are pupils with medical needs supported?**

Pupils with medical needs will be supported by a detailed Health Care Plan, compiled by the school and school nurse in partnership with parents and if appropriate, the pupil themselves. Where necessary and in agreement with parents/carers medicines are administered in school where a signed Medicines form is in place.

**\*How are the school's resources allocated and matched to children's special educational needs?**

The school budget includes an allocation to the school to provide for the education of pupils identified as SEN. This allocation is targeted to support those pupils with the greatest level of need. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. IT SEN software
- CPD relating to SEND for staff In addition, for those pupils with the most complex needs, the school may request and be allocated Additional Educational Needs funding from the L.A.

**\*What training do staff supporting children and young people with SEND undertake?**

Awareness training has been provided to all staff on:

- How to support pupils with a dyslexia
- Support for writing and spelling for SEND pupils
- Creating a dyslexia friendly classroom
- How to support pupils with speech, language and communication difficulties
- Hearing impairment
- Bereavement
- Attachment disorder

Enhanced training has been provided to the SENCO on:

- Attendance at the termly SENCO Update
- Provision Mapping
- NASENCO qualification

**\*How accessible is the school environment?**

Oulton First School is an inclusive school, which accepts children with most disabilities. Due to the age of the building however, there are limited facilities for wheelchair users. A child with any physical and/or medical needs will have a care plan put in place which has been agreed with the school, parent and where necessary, the school nurse, and physical or occupational therapist. We have one disabled parking space on the school carpark.

**\*How will your child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

**\*What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. Our Personal, Social, Health and Education (PSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Questionnaires are in place to obtain the views of pupils and parents. Pupils are given a wide variety of responsibilities around school to promote their personal development.

**\*Who can you contact for further information or if you have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The Head of school
- SENCO
- For complaints please contact the Head of School, Mrs Melling or the School Governor with responsibility for SEN, Mrs M James (via the school address)
- Staffordshire Local Education Authority has developed a 'Local Offer' which signposts all services available to support disabled children and children with SEN (from 0-25years old) and their families across Staffordshire and Stoke-on-Trent, it provide parents/carers with information about how to access services in their area, and what they can expect from those services.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

**Support services for parents of pupils with SEND include:**

- SEND Family Partnership [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk) or contact them on **07891 599 662**