

# Oakfield School

## 36. Special Educational Needs and Disability Policy



	Date
To be Reviewed/Amended:	January 2019

## SEN POLICY

### 1) AIM AND MISSION

#### **We aim**

- ✚ to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
- ✚ to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
- ✚ to promote a sense of responsible citizenship in our pupils;
- ✚ to build a professional community of teaching and support staff within the school, developing leadership skills and teamwork;
- ✚ to build a capacity for futures thinking, problem-solving and planning and distributive leadership;
- ✚ to establish collaborative working with other schools;
- ✚ to support and facilitate inter-agency work as part of a broader community approach to learning;
- ✚ to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

*In all these endeavours we will create a culture of pride in our school and raise its profile in the community and across the city. We will take opportunities to reward and celebrate our successes and will acknowledge and seek ways to rectify our mistakes.*

#### **MISSION.**

At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

- ✚ We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.
- ✚ We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.
- ✚ All our pupils will be treated fairly and with respect;
- ✚ We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.
- ✚ To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

#### **Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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."

## **Definition of Disability**

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

## **SEN Code of Practice 2015**

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2015 and The Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their specific needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible, including assessment places where appropriate;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

## **2) ADMISSION POLICY**

Oakfield School is a 80 place school for pupils with Social, Emotional and Mental Health Needs (SEMH), with 67 commissioned places and a 34 place residential provision. It's purpose is to support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain. All pupils referred by the LA must have a Band 3 statement for special educational needs, were their primary need is Behavioural Emotional and Social Difficulties; or an Education, Health and Care Plan listing SEMH as the primary need.

Where a pupil due for admission is known to have special educational needs the Special, Educational Needs and Disability Co-ordinator (SENDCo) will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

## **Facilities and equipment**

The main school building and residential provision has been built in order to accommodate the needs of children who have Social, Emotional and Mental Health Needs as their primary needs, but is also designed to accommodate a degree of physical disability were present as a secondary need. Wide doors and low access lips to external doors to remove the need for access ramps. There are DDA compliant toilet/changing rooms available to physically disabled pupils. There is a lift to the second and third floor of the main building and the second floor of residential house 6.

### **3) ORGANSIATION**

In line with the SEND code of practice 2015 the school operates a four stage graduated approach:

1. Assess: the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEND support
2. Plan: parents must be notified wherever it is decided that a pupil is to be provided with SEND support
3. Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. Review: the effectiveness of the support should be reviewed in line with the agreed date

## **Educational, Health and Care Plan**

The Majority of children and young people with SEND will have their needs met within the local mainstream early years providers, schools or collages. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be necessary for special educational provision to be made for the child or young person through a EHC plan.

### **4) IDENTIFICATION, MONITORING, ASSESSMENT**

#### **Identification & Assessment**

On acceptance of a place the SENDCo will gather all relevant background information on new pupils prior to their entry to the school. New pupils will be placed in a class best suited to the individual's needs. All pupil will undergo an initial assessment period of 6 weeks were academic ability as well as any residential requirements are assessed and discussed with Parents/Carers. The teaching staff in consultation with the SENDCo and/or the outside agency involved will assess and update an individual iBEC each term and review dates are set to assess the child's progress each half term, with an annual review of progress. Standardised testing is also used to assess progress in specific areas. School staff carry out home visits with Parents/Carers termly to discuss their child's progress and to discuss new targets. On-going classroom records are used to inform planning and target setting for each child. Where leaning support assistants are involved, their observations and evidence are very valuable contributions to the assessment process. Early identification of specific needs is vitally important and the school makes every effort to identify these needs and target support as quickly as possible. Identification is achieved through any of the following means:

- use of transfer records
- contact with parents who express concern over their child's progress
- classroom monitoring and observation by the class teacher
- use of standardised tests taken throughout the school
- other assessments made by the class teacher or SENDCo

### **Monitoring**

The SENDCo maintains a record of all children, including those on assessment placements, which contains relevant information about each child. The class teacher and the SENDCo keep iBECs, which are stored on the school's computer system. This allows teaching assistants, subject teacher and residential staff to all contribute and be aware of the targets within the iBECs. They may also be involved in drawing up new targets if appropriate.

## **5) ACCESS TO CURRICULUM**

All children in school are given access to a broad and balanced curriculum. Each pupil has a different combination of needs inherent in the specific SEND, but all pupils are fully integrated into the school as a whole. The school has adopted a number of strategies in order to support full and complete access:

- individual approaches
- in class support\*
- withdrawal/support\*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching or support, i.e. support outside agencies

\*In- class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, keystage structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Access to the curriculum is enabled via differentiation. In each curriculum area, advice is given on making specific subjects accessible to all pupils. (Refer to individual curriculum policy documents).

Regular assessment helps class/subject teachers determine the next learning step for each pupil. Children with SEND may need to have the Statements of Attainment and APP broken into small steps to assist both with assessment and the setting of new learning objectives. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

Some pupils with sensory or physical difficulties may need special facilities or approaches to access the curriculum. The school has access to:

- means of communication other than speech, including technological aids, signing, symbols or lip-reading.

Further advice on specific needs children may have, in order to access the curriculum, can be obtained from the City Psychological Service. In order to enable full curriculum access when considering programmes for children with SEND, the class/subject teachers are also aware of:

- (i) levels of support in school and home,
- (ii) motivation,
- (iii) materials, both teaching and conceptual,
- (iv) methodology, eg in lesson delivery,
- (v) means of recording for pupils with SEND, e.g. use of laptop computers, tape recorders and/or cameras to record information,
- (vi) groupings/peer support
- (vii) pace - an awareness that children with SEND often work at a slower pace than their peers, requiring "over learning" to acquire new skills / knowledge,
- (viii) evaluation/feedback needs to be shared with the individual pupil by the teacher on a regular basis.

### **Inclusion**

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with specific SEND to be an integral part of our school community. Regardless of the pupils specific needs, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

1. The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading)
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
3. Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

## **6) THE ROLE OF THE SENDCO**

The Special Educational Needs Co-ordinator (SENDCo) is MR SAM HODGSON

The SENDCo's responsibilities include:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of colleagues
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

## 7) **THE SCHOOL'S COMPLAINT PROCEDURES**

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher or keyworker, then the SEND Co-ordinator, who will try to deal with the complaint as efficiently and effectively as possible. If the parent is unhappy with the response from the SEND Co-ordinator, the complaints hierarchy is as follows:

- Head
- SEND Governor
- School Governing Body
- LA

Whilst it is hoped for a school based solution to the complaint, the parent is able to proceed to the LA if the school is unsuccessful in dealing with, or providing a satisfactory solution to the complaint. The parent will be encouraged to contact KIDS (an independent education advisory service).

## 8) **SEN IN-SERVICE TRAINING FOR STAFF**

All staff are expected to keep up to date with the new Code of Practice, by attending staff meetings/Phase meetings etc. Provision is made on both a formal and informal basis for staff to extend their knowledge of identification, assessment, evaluation and record keeping.

There are a variety of strategies adopted to provide specific in-service training. All in-service training, both internal and external, needs to be school generated so that the teaching and non-teaching staff feel that they are part of a whole school programme.

## 9) **EXTERNAL SUPPORT SERVICES**

External support services play an important part in helping the school to identify, assess and make provision for pupils with special educational needs. The school is aware of how to secure access to support services and knows the terms on which they are available. Services include equipment, materials, staff support, technical and professional expertise, all of which are used exclusively for the identification and assessment of, or making special educational provision for, pupils with SEND.

- School receives regular visits from Educational Psychologist.
- In addition the school may seek advice from specialist advisory teaching services children with sensory impairment or physical difficulties.
- Speech and language therapists contribute to reviews of children with significant speech and language difficulties, including school staff who are appropriately trained.
- Multi-agency liaison meetings, with representation from Social Services, Health and the Educational Psychologist service are held to ensure effective collaboration in identifying the making provision for vulnerable pupils.

The school has close links with:

- The other special schools within the city,
- Pupil Referral Units,
- Educational Psychologist service,
- CAMHS,
- School Nurse Service.

It is the responsibility of the SEND Co-ordinator to liaise with the above schools/units, and then to inform staff, which allows for full integration.

**10) LINKS WITH HEALTH/SOCIAL SERVICES VOLUNTARY ORGANISATIONS**

The school is able to obtain medical advice from the School Nurse, or the child's doctor/practice, should the need arise during school hours.

The school's first point of contact with social services will be made by the Child Protection Officer.

The school is able to access the Education Welfare Service if a problem arises.

The school has close links with the health services. It is the responsibility of the SEND Co-ordinator to exchange information and to liaise with the health service when necessary.

Person Responsible: Mr Sam Hodgson (SENDCo)

To be read in conjunction with the school SEND Information Pack.

This Policy was reviewed December 2017

Signed: .....

Lee Morfitt (Chair of Governors)