



OXFORD HOUSE SCHOOL

SEND POLICY

Oxford House School

SEND Policy

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Oxford House School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together they form a statement of the principles underpinning all the work of the school.

Oxford House is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs and disabilities (SEND) is at the discretion of the Headteacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and the SENDCO. This may involve the use of specific tests and will result in a written report. The head teacher will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENDCO). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs and disabilities as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all age groups within the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEND.

- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.

- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs and disabilities. We aim to

address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENDCO, Early Years SENDCO, the Headteacher and the Headteacher's PA. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEND provision for their child(ren), and take their views into account in respect of their children's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Oxford House School are:

- to recognise that some children have difficulties which call for special educational provision;

- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEN (DfES 2001)* and the *Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.
- To adhere to the Children and Families Act 2014.
- To implement the SEND Code of Practice 0 to 25 years

Definitions

Definition of SEN [SEN Code of Practice, 2001, p.6]

A child has special educational needs and disabilities if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEND can be categorised into:

- general learning difficulties;
- behavioural and emotional difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The School has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Roles and responsibilities

Provision for children with special educational needs and disabilities is a matter for the school as a whole. The school's Headteacher, the SENDCOs, Head's PA and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs and disabilities.*** Teaching such children is therefore a whole school responsibility. Paragraph 5.2 SEN Code of Practice 2001

The role of the SENDCO

SEND arrangements are coordinated by the SENDCO whose role includes:

1. overseeing the day to day operation of the school's SEND policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with EY SENDCO/ Head's PA and advising teachers and TAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using One Plans and other records;
7. informing the Headteacher's PA // SiMS coordinator to enable maintenance of the school's electronic SEND register. Overseeing and advising of any records for all pupils with SEND;
8. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with SEND, keeping notes of these meetings;

11. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in Cognita schools;
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. working with and keeping informed, the Headteacher, The Headteacher's PA, (School office) Teachers and TA's that work with the children.
15. have knowledge of the provision in the Local Offer.

It follows from this that the SENDCO has planned time to administer the school's SEND arrangements.

The role of the teachers

1. identify pupils of concern and liaise with SENDCO;
2. keep notes on SEND pupils in the system;
3. plan work for pupils at school action level;
4. liaise with SENDCO to plan work for pupils on school action plus level;
5. to review and write one Plans when required (supported by SENDCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up to date with information about SEND children that they teach
8. liaise with the parents of identified pupils

The role of the Headteacher

1. ensure that the SENDCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENDCO regularly regarding individual children;
3. discuss staff training needs with SENDCO;
4. in discussion with SENDCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEND with the school's Cognita Education Officer.

Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENDCO will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out.

Depending on the results of these assessments a child may or may not need to be placed on the SEND register.

SEN Register

At Oxford House we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

“It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff.”

Our SEND register follows the following stages and children may be moved on or off the register at any point.

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1) An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDCO identifies a pupil with special educational needs they will provide interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

- makes little or no progress; . shows signs of difficulty in developing literacy and numeracy skills that result in
- significantly poor attainment in line with National expectations;
- persistent emotional difficulties which continue despite management techniques generally used in the school;
- has significant sensory or physical problems that impact on their ability to learn;
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be a year head, form tutor etc.)

- 4) All information about the pupil from within the school, together with any additional information from the parents will be considered.
- 5) The SENDCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENDCO will facilitate the collection of all available information about the pupil.

Information will be collected from;

- Within the school, using pastoral systems and identified link staff working in departments and faculties.
- Progress tracking information
- Parents/carers and the pupil

- 7) The SENDCO will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENDCO will co-ordinate the planning of an Individual Plan (IP) and set targets in discussion with appropriate staff, the child or young person and parents.
- 10) All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPs should be planned and agreed with all staff and endorsed by senior management.)
- 11) The One Plan will be discussed with the pupil and parents.
- 12) The One Plan will be reviewed on a termly basis.
- 13) The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs
- 14) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff, parents and pupil.
- 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

16) Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils)

17) If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with his sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency.
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning then a statutory assessment may be sought from the Local Authority.

School Request for a Statutory Assessment

The SENDCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

- 1) The Head Teacher/SENDSCO will implement the recommendations
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is additional or different from the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENDSCO will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

Procedures relating to the SEND register

Records

The SEND provision records are as follows:

- Records of concern/nursery observations are kept by the SENDSCO in the school office and in the pupil's file. Blank copies can be found by applying to the SENDSCO or the school office.
- Assessment and progress files are kept by the SENDSCO in the school office, in the pupil's file and the SEND file.
- Initial Parent and all further parental contact forms and correspondence are kept by the SENDSCO with copies in the pupil's file and the SEND file within the school office, along with records of meeting with parents and any parental concerns/suggestions. All meetings and conversations are recorded and adequate notes kept.

- One Plans are kept by the SENDCO. Copies are kept in the pupil's file and again in the SEND file in the school office. For all years the One Plans are on the school intranet system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- School based assessments are kept in the child's file or in the SENDCO file. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENDCO has made.
- It is the responsibility of the SENDCO to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and One Plan.
- One Plan review forms are kept with the relevant One Plans in the above places.
- Any other records, Educational Psychologist's reports, Speech therapy etc are kept by the SENDCO in the school office with copies in the pupil's file.
- The register of pupils with special educational needs is kept by the SENDCO and all records are updated by the SENDCO when appropriate. The SENDCO alerts all staff drawing their attention to the list a] when it is updated b] at the start of each term or through Staff weekly updates. Copies of this are also kept in the school office.
- During the transition to One Plans IEP's will be continued to be used

These records will be kept in two separate registers: an active register detailing provision for all pupils currently receiving support and an inactive register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the Alert stage list. For every pupil on the register with a current One Plan, this is kept in the file which may be electronic or paper copy. One Plans are working documents and used when planning – they are accessible to in a file or on the school system but remain confidential. The One Plan might include arrangements for withdrawal support.

One Plans

A One Plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;

- exit criteria for each target – if target reached.
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

One Plan targets should be **SMART**:

- short;
- measurable;
- achievable;
- realistic; and
- have a define time.

One Plans are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA's to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the one plan and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENDCO whenever they need to.

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and the SEND assistant.

The SENDCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENDCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENDCO timetabled administrative time to meet with class/subject teachers and for the SENDCO to observe SEND children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the

same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEN Code of Practice 2001)

Behaviour and SEND

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEND are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

Testing

Assessment in primary schools

Suggested tests include the following. However a guiding principle is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information. Due to Oxford House enjoying small class sizes, SEND needs are generally noticed quickly and information regarding assessments/observations is shared with the appropriate people accordingly.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children:
 - taster days prior to entry;
 - assessments of the pupil's reading age using a test which provides a standardised score
 - informal assessments by the class teacher;
 - NFER Nelson tests
 - Various spelling tests;
 - Progress in maths tests;
 - Assessment through general AFL results

SEND Contacts at Oxford House School

Headteacher: Mrs Sarah Leyshon

SENDSCO: Mrs Pamela Stevens

Early Years SENDSCO: Mrs Nicky Vince

Electronic SEN Register // Records and Files: Mrs Debbie Harding

Area EYFS SENDSCO: Mrs Christine Travers

Reviewed: February 2017- Mrs Pamela Stevens

Review: February 2019 or earlier if deemed necessary/ in line with Cognita updates.

