

SEND Policy

2015/16

This policy is reviewed annually to ensure compliance with current regulations

Name: P Hardy

Title: SenCo

Date of next review

Sept 2016/17

LARKMEAD SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

This policy was formulated by the Special Educational Needs Coordinator (SENCo) of Larkmead School and agreed by the Student Welfare Sub-Committee of the Governing Body in Oct 2014. It will be reviewed annually by this Committee, or earlier if necessary.

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A - School Arrangements

A1 - DEFINITION AND AIMS

Definition

A student has special educational needs if he or she has a learning difficulty/disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevent or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014)*

Aims

At Larkmead School we believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their school career.

Many of these students may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Larkmead School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every student to experience success.
- to promote individual confidence and a positive attitude.
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning to give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- to identify, assess, record, and regularly review students' progress and needs.
- to involve parents/carers in planning and supporting at all stages of their student's development.
- to work collaboratively with parents, other professionals and support services.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Larkmead School conforms to the Equalities Act 2010 which informs the Larkmead Accessibility Plan.

A2 - ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs/disabilities – it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEND.
- all staff are aware of the need to identify and provide for students with SEND.
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students.
- they report to parents on the implementation of the school's SEND policy through the Governors' Annual Report to Parents.
- they have regard to the requirements of the Code of Practice for Special Educational Needs and Disabilities (2014).
- parents are notified if the school decides to make SEND provision for their child.
- they are fully informed about SEND issues, so that they can play a major part in school self-review.

- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.

- Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development. There are two exception group Governors.

- SEND provision is an integral part of the School Improvement Plan.

- the quality of SEND provision is regularly monitored.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for students with special educational needs and disabilities.

- keeping the governing body informed about SEND issues.

- working closely with the Special Educational Needs Co-ordinator (SENCo).

- the deployment of all special educational needs personnel within the school.

- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day to day operation of the school's SEND policy.

- co-ordinating the provision for students with special educational needs and disabilities.

- ensuring that an agreed, consistent approach is adopted.

- liaising with and advising other school staff.

- helping staff to identify students with special educational needs.

- carrying out detailed assessments and observations of students with specific learning problems.

- supporting subject teachers in devising strategies.

- drawing up Individual SEND profiles.

- setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and disabilities and on the effective use of materials and personnel in the classroom.

- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.

- maintaining the school's SEND register and SEND records.

- developing the SEND information report.

- taking the lead regarding Annual Reviews for those pupils with an Education and Health Care plan. (EHC plan).

- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information and the Larkmead Tracking System which takes account of SEND student progress against Fischer Family Trust statistics.

- Co-ordinating the outcomes from specific interventions for pupils with SEND

- contributing to the in-service training of staff.

- managing teaching assistants (TAs) and higher level teaching assistants (HLTAs).
- liaising with the SENCOs in other schools at all Key Stages to help provide a smooth transition from one school to the other.
- Acting as a facilitator at the SEND parents forum.

Subject teachers in addition to their standard classroom responsibilities are responsible for:

- including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- making themselves aware of the school's SEND Policy and procedures for identification monitoring and supporting students with SEND.
- giving feedback to the Learning Support team.

TAs and HLTAs work as part of a team with the SENCO and the teachers, supporting students' individual needs, and helping with inclusion of students with SEND within the class as well as delivering specific small group interventions. They play an important role in monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum. TAs and HLTAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies they have used.

A3 - CO-ORDINATING AND MANAGING PROVISION

At Larkmead School:

- sharing of expertise is welcomed and encouraged.
- Special educational needs is a part of the school development plan.
- SEND is a regular item on Faculty/Departmental meeting agendas.
- the SENCo meets formally with TAs weekly to review SEND provision across the school.
- the SENCo ensures that regular meetings are held to review SEN Student Profiles and provision, and that parents are invited to attend in line with the Code of Practice 2014.
- students are involved in discussions about their targets and provision.
- the SENCo ensures that the following information is easily accessible to staff:

the school's SEND policy;

the SEND register;

Individual SEND profiles and Communication passports;

an overview of SEND provision from the school prospectus.

A4 - ADMISSION ARRANGEMENTS

Larkmead School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a Statement of Special Educational Need or Education and Health Care Plan the Local Authority must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 - SPECIALISMS AND SPECIAL FACILITIES

At Larkmead School:

■ all teaching staff are able to teach students with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student.

- differentiated resources are used to ensure access to the curriculum; resources are easily accessible for use in any classroom.
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we strive to ensure that other students understand and respond with sensitivity student support aims to encourage as much independence as possible within a safe and caring environment.
- we have access to the expertise of LA services and other agencies if it is required.
- the school has been adapted to provide access for pupils with Physical Difficulties which are set out within the Accessibility plan.

B - Identification, Assessment and Provision

B1 - ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEND within its allocation for age weighted pupil unit (AWPU) and through a dedicated SEND allocation. It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used. A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

The headteacher, SENCO and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary staff, teacher time and materials, and these are dependent on the school's SEND budget. The school has a continuing commitment to purchase appropriate resources for students with SEND. Larkmead school uses the local authority (LA) guidance (Identifying and supporting young children and people with Special Educational Needs in Oxfordshire school and settings) in order that students' needs are identified and appropriately met.

B2 - IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a need led response to supporting and meet students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises one broad level of provision within the continuum: **SEN support** and for children and young people with more complex needs an **Education, Health and Care Plan** will be in place.

The school uses the Oxfordshire guidance to maintain information about the identification, assessment and provision for each student. A register is kept of students with SEN and made available to all staff. Where concern is expressed that a student may have SEND, the class teacher and support staff take early action to assess and address the difficulties, using Oxfordshire guidance documentation.

Categories of Special Educational Need

The SEN Code of Practice (2014) recognises four broad areas of need:

- Communication and interaction, (this includes pupils with Speech, language and communication needs and pupils with Autistic Spectrum Disorder);
- Cognition and learning, (this includes pupils with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific learning difficulties);
- Social, emotional and mental health difficulties;

■ Sensory and/or physical needs, (this includes pupils with Visual Impairment, Hearing Impairment, Multi-Sensory Impairment and Physical Difficulties).

Levels of Provision

SEN Support

If a student requires additional and different support and meets the guidance criteria then SEN support is put in place.

The SENCo takes lead responsibility for drawing up the SEND Student Profile and for organising provision together with the Year Head and any outside agencies involved. The SEND Student Profile and Provision Map should reflect any advice given by outside agencies.

Education, Health and Care Plans (EHC Plans)

Only a very small proportion of students require an EHC plan. These students are likely to have severe or complex needs that require more specialist advice and support from external multi agency teams.

Review

Reviews of students on SEN support are regularly carried out, three times a year. Parents and students are invited and encouraged to attend SEN profile reviews as they have a crucial role throughout the review process.

Annual Reviews

For students with an EHC plan, an Annual Review meeting is held in addition to the regular reviews. At this meeting, consideration is given to whether the EHC plan should continue, and whether provision/strategies should be maintained or amended. The review will establish and record views, interests and aspirations of the parents and child/young person as well as establish outcomes across education, health and social care based on the child or young person's needs or aspirations.

B3 - CURRICULUM ACCESS AND INCLUSION

Students are grouped in classes according to age and ability. As there is a range of ability in each class, all staff provide a differentiated curriculum suitable for all the students, to ensure access at all levels.

Any students with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a student sensitively, to work individually with a TA, HLTA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area.

Specific intervention programmes are evidence based, time-limited, monitored and reviewed at regular intervals.

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 - EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Leadership team, SENCo and faculty/department heads through learning walks, lesson observations, work scrutiny and pupil questionnaires.
- analysis of student tracking data and test results: for individual students or specific cohorts.
- analysis of attainment / levels of progress and soft data for students on the SEND register.
- regular monitoring of procedures and practice by the governor's SEND committee
- school self-evaluation.
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy.
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development.
- the School Improvement Plan, which is used for monitoring provision in the school.
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision.
- regular meetings of parents and staff, both formal and informal, to plan targets revise provision and celebrate success.

B5 - ARRANGEMENTS FOR COMPLAINTS

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher or tutor in the first instance. Anyone who feels unable to talk to the teacher/ tutor, or is not satisfied with their comments, should ask for an appointment to meet with the SENCo/Director of Learning (DoL).

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer.

C - Partnership within and beyond the School

C1 - PARTNERSHIP WITH PARENTS

The staff at Larkmead School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with tutors as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible before strategies are instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held annually, but parents are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the tutor/DoL or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the SEN and Disability Information, Advice and Support Service (SENDIASS).

SENDIASS provides a range of support for parents of children with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of students with SEND at any age or stage. SENDIASS also gives information about mediation services. SENDIASS arranges meetings and produces leaflets and Audio guides about many aspects of SEND.

Under the Code of Practice (2014) the Local Authority has a duty to publish a Local Offer in one place which sets out information and provision that is available across education, health and social care for children and young people with SEND. This can be found on the Oxfordshire County Council Website.

C2 - THE VOICE OF THE CHILD

All students should be involved in making decisions right from the start of their education. The ways in which students are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective during their school years.

At Larkmead School, we encourage students to participate in their learning by:

- contributing to reviews (formally or informally);
- talking to TAs and teachers about their learning;
- individual reward systems;
- completing questionnaires;
- being part of the student voice process.

C3 - LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. The Communication and Interaction Support Service, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEND).

We are committed to using the expertise and advice provided by other professionals.

C4 - LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND action records are transferred following county procedures;
- there are opportunities for all prospective students to visit Larkmead School before transfer;
- students with SEND are given additional visits, if required, so that they will become more confident in the new situation;
- representatives from Larkmead are available for consultation before the time for transfer;
- for students with an EHC Plan, the student's plan should have been amended by 15th February of the year of transfer. It must have been amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned;
- the SENCO at Larkmead School, where possible, attends the final annual review of Year 6 students with statements/ EHC plans for whom Larkmead has been named;
- Representatives from Larkmead School visit partner schools to meet students before transfer.

Transfer within the school

- teachers liaise closely when students transfer to another class within the school;

■ meetings are arranged wherever possible between the staff involved in monitoring the student's progress.

C5 - STAFF DEVELOPMENT AND APPRAISAL

■ the school is committed to gain expertise in area of SEND;

■ there are regular training sessions for TAs linked to the appraisal process;

■ the SENCO attends the partnership SENCO inclusion meetings and The Oxfordshire Secondary SENCO Conferences;

■ whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school identified through the appraisal process and linked to the school's continued professional development (CPD) programme;

■ reading and discussion of documentation, and SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information.

■ the SENCO and other staff attend county meetings and INSET when relevant;

■ newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school.

School SEND Contacts

■ SEN Support Services (SENSS) - Lorraine Davies and Margaret Bradshaw

■ Consultant for Inclusion (SEN) - Rachael Falkner

■ Attendance and Engagement Officer - Joanne Goodey

■ Educational Psychologist - Anne-Marie Baverstock

■ Occupational Therapist - Anne Sene

■ SENDIASS - Wendy Cliffe

■ Physiotherapist -

■ SEN/ICT Service - Paul Bonsor

■ Service for Pupils with Physical Disabilities - Susan Ward-Davies

■ Speech and Language Therapist via SLT service - Iona Caminada

■ Teacher of the Hearing Impaired - Kath McDermott

■ Teacher of the Visually Impaired - Alice Chenneour-Randall

■ LA SEN Officer - Alex Potts