

# Oak Bank School Policy

## SEN POLICY



**Prepared By: A Eames**

Review and Amendment						
<b>By</b>	AE					
<b>Date</b>	01/09/17					
<b>Signed</b>						
<b>Governor</b>						
<b>Date</b>						
<b>Signed</b>						

## **Introduction**

Children have Special Educational Needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them. Children have a special need if they:

Have a significantly greater difficulty in learning than most children of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the School.

All pupils at Oak Bank School have either a full Statement of Special Educational Needs or an Educational Health and Care Plan. The 2016 Code Of Practice was produced by the government to ensure fair and equal opportunities to learn for all young people including those deemed to have Special Educational Needs.

## **Purpose:**

The purpose of this policy is to describe our school practice when supporting pupils with Special Educational Needs (SEN.)

## **Consultation:**

By law, the school must:

- (1) Maintain and publish an SEND information report which is supported by a SEND Policy. This must be approved by the full governing body; it must be reviewed as the governing body decides;
- (2) Ensure that there is a member of staff designated as Special Educational Needs and Disabilities (SEND) Co-ordinator, responsible for co-ordinating special educational provision for students in the school in accordance with the school's SEND Policy. This can include providing advice to other teachers on supporting children with special educational needs and liaising with agencies outside the school.

This policy was written by *Anna Eames, Lead SENCo, in consultation with:*

- Assistant Headteacher in charge of Curriculum
- Governors – full governing body meeting,

## **Sources and references:**

*SEND code of Practice- DFE 2014*

## **Principles/values:**

- To identify and monitor children's individual needs from the pre-admission so that appropriate provision can be made and their attainment raised;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To help students with SEN make progress in line with national expectations by setting targets and narrowing the gap between their attainments and those of their peers;
- To ensure that all planning for students with SEND have provided access to a broad, balanced, individualised and relevant curriculum which is differentiated to meet their individual needs, in accordance with the SEN Code of Practice;

- To build an effective partnership with parents and carers;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Annual Review and Learning Support Plans;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for our more complex and vulnerable pupils.

## **Procedures and practice**

### **Admission Arrangements**

Oak Bank School currently has the capacity for 117 students from year 5 to year 11. There is also a post 16 provision supporting pupils in year 12 and 13.

The school primarily caters for pupils with social, emotional, and mental health difficulties, who because of their additional needs:

- Have the academic potential but on entry have difficulty in accessing the primary and secondary mainstream school environment.
- Present as having social, emotional and communication difficulties and, as a result, struggle in social situations.
- Require structured additional support to develop social, behavioural, and independent skills.

Most students have a statement of Education Need or an Educational Health and Care Plan prior to applying for a place at Oak Bank. Once Oak Bank is named as the most appropriate provision for a student, the Local Authority will name the school in part 4 of the Statement of Special Educational Needs or the Education Care and Health plan. It is at this point where Oak Bank will be informed of this decision. Once Oak Bank have received the paperwork, they will begin to identify the pupil's needs and use this to inform planning for their admission. The parents/carers will be informed of the school's general arrangements for helping such pupils, including any specific individual arrangements. This then supports the transition of the pupil into the School.

## **Accessibility**

### **Statemented/EHCP students**

All students at Oak Bank School have a statement of Special Educational needs which identifies social, emotional and mental health difficulties as a barrier to their learning (SEMH). In addition to this some of the children have conditions which may or may not have been diagnosed prior to them gaining a place at Oak Bank.

Where an additional need has been identified or there is a specific concern then the SENCo will make a referral to the relevant agency to request a formal assessment.

Additional needs can be as a result of:

- Examination of school records
- Observations by staff during the Induction process
- Admission interviews with parents / carers and students
- Literacy assessment on entry
- Cognitive assessment

- Detailed assessments and follow-up interviews where appropriate during their first term at Oak Bank.
- Monitoring of progress, including consultation with Key workers and subject teachers
- Consultation with the class teacher and / or the SENCo of their previous education provider
- Observation and feedback from support staff and external agencies

### **What is special educational provision?**

All students will have access to a broad and balanced curriculum, which will include the National Curriculum.

The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled.

By law, the school must use its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is made.

### **Identifying and monitoring Special Education Needs.**

All children will be assessed on arrival and an identification of need will be produced from baseline assessments. These assessments will allow staff to ensure that further interventions can be put in place and a pupils progress can be monitored. Termly assessments will ensure that children continue to make good progress and further needs are addressed as they develop.

All statements and EHC plans will be reviewed and amended once in an academic year in line with Government regulations. This may also be brought forward or requested more frequently when necessary.

### **Pupil Support Plans and provision maps for students with special educational needs**

Students with special educational needs require educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age. This additional planned provision is reviewed annually to assess its impact.



Measurable;

Achievable;

Relevant;

Time - bound.

Provision maps will detail the staffing, strategies and resources being provided to support the student, along with the arrangements for monitoring and reviewing the impact of the planned interventions.

The impact of the Intervention Plan on the student will be reported to:

- the student's parent / guardian
- the subject department (where the Intervention is addressing a specific curriculum subject)

### **Facilities to support students with an identified difficulty**

The school has a designated area for students who are deemed in need of specialist support provided by Behaviour Support Workers (BSW). These students have band 5 funding and are supported on a 1:1 basis, either in class with their peers, through the External provision programme or through intensive 1:1 mentoring and learning support..

### **Informing staff about students' special educational needs**

Where a student has additional needs, those needs must be clearly communicated to all staff.

Students' stated needs are summarised on the school's student information system which can be accessed on the 'Staff common' area of the school's computer system. The key worker uses this information to put strategies in place to support the social, emotional and behaviour development of the students.

Additional information is displayed by the SEN Co-ordinator on the 'my concern' database which is an online package for Safeguarding.

### **Informing parents and students**

At Oak Bank School we feel strongly that the relationship between our parents and our school has an important bearing on the child's educational progress and the effectiveness of any school based action.

Our arrangements for meeting children's needs reflect a sound and comprehensive knowledge of our children and his or her responses to a variety of carefully planned and recorded actions, which endeavour to take account of the wishes, feelings and knowledge of parents.

We recognise that professional help is much more effective when built upon parents' capacity to be involved.

We endeavour, wherever possible to see parents personally, or make appropriate arrangements to help parents overcome any difficulties they may have attending the school. We have a dedicated Staff team who endeavour to form close links with parents and carers and offer them help and support.

### **Links with mainstream schools**

We are actively developing links with mainstream schools and have integration links with Cedars Upper School and Vandyke Upper School. We provide children with opportunities to attend their catchment schools with a view to re-integration if appropriate.

### **Disability and 'reasonable adjustments'**

Schools have a duty under the Equality Act 2010 to make 'reasonable adjustments' for disabled persons. The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service.

Steps which we consider it reasonable to take, to avoid placing a student with a learning difficulty or a disability at a disadvantage, include the provision of:

- printed notes for some lessons where students need to take away a large amount of information;
- differentiated lessons where pace, language, structure or method of delivery are adapted to students' needs;
- coloured reading overlays and electronic spell checkers for dyslexic students;
- pen grips;
- adapted PE equipment;
- adapted keyboards, computer software or laptops for students with significant difficulty in writing or recalling what they have learned;
- assistance with medication, eg. Paracetamol (and prescribed medicines such as Concerta, Equasym or Ritalin.)
- differentiated criteria for inclusion in a school activity or policy;
- any other reasonable adjustments.

The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled students can fully participate in the education provided here, and that they can enjoy the other benefits, facilities and services which the school provides. It is an 'anticipatory duty': that is to say, the school must think in advance about what disabled students might require and what adjustments might need to be made for them.

A student does not have special educational needs simply because their attainments are lower than would be expected at their age:

factors which may have contributed to poor progress (such as poor attendance or effort) need to be considered and the reasons for them must be understood.

### **CPD**

Oak Bank School is committed to staff development which is in the best interest of all staff, parents, Governors and pupils. The school has a Staff Development Policy which includes details of the development of appropriate qualifications for staff; school based in-service training programmes and attendance at regional and National courses.

The Senior Leadership Team, through Line management and the development review cycle with staff, will identify the development needs relating to the school's arrangements for meeting special educational needs. These will then be identified within the School Development Plan and Staff Development through both performance management and the development review cycle.

### **Support from other professionals**

The school is committed to working closely with other professionals in the best interest of each student.

We receive support from Educational Psychologists where and when necessary to discuss individual cases and they also act in an advisory role for the conversions to Educational Health and Care Plans..

Oak Bank have a CAMHs link for 1 day per fortnight, time is currently used to:

- carry out assessments as directed by the school
- To sit on the Well Being referral panel in an advisory role to support correct signposting
- working with specific individual families
- Provide staff INSET

## **Responsibilities**

### **The Governing Body will:**

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the School are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the School that specific provision is being made for their child.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all pupils in the School.
- Have a written SEN policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEN Code of Practice 2014).

### **The Governors play an important role in ensuring that:**

- They are fully involved in developing and monitoring the School's SEN policy.
- They are up to date and knowledgeable about the School's SEN provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

### **The Leadership Team will:**

Ensure that procedures are in place to identify pupils' needs, including:

- Liaising with teaching staff regarding the performance of all students.
- Contributing to and where necessary, leading the continuing professional development of staff.
- Working in close partnership with external support agencies, as necessary.
- Monitoring, evaluating and reporting on the provision for all pupils to the Governing Body in conjunction with the designated responsible person.
- Reviewing pre-admission documentation.
- Ensuring appropriate liaison and the establishment of a genuine partnership between parents/carers, pupils and the School
- Ensuring the School's SENCo is completing their role effectively.

### **The SENCo (SEN Co-ordinator) will:**

- ensure that the child is included in the school's SEN register
- arrange and attend review meetings
- help the child's teacher gather information and assess the child's needs
- advise and support as necessary those who will teach the child
- Ensure that all staff are supported in the teaching of pupils with specific and complex needs.
- oversee the arrangements for the identification, support and review of children with SEN
- facilitate staff meetings for all staff to discuss issues relating to SEN
- organise appropriate SEN support
- report to the Governing body
- Working alongside staff to assist them in identifying, assessing and planning for children's needs.
- Monitor the day to day implementation of the SEN policy. Overseeing and maintaining specific resources for a range of identified Special Educational Needs.
- Co-ordinate the range of support available to children.

### **The Key Worker will:**

- have overall responsibility for the wellbeing of the child. They will be expected to attend, whenever possible, the Annual Review and contribute to the report.

**The subject teacher will:**

- gather information about the child and make assessments of the child's progress in line with the school's assessment policy. They will be responsible for exploring ways in which increased differentiation of classroom work might better meet the needs of the individual child.

**Concluding notes**

**Monitoring and review:**

The policy will be evaluated against the objectives stated on page one by:

- An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- An analysis of the pupil's academic, social and emotional data and the interventions in place to identified narrow gaps.
- By involving the pupils and parents/carers in discussing, constructing and reviewing their provision through the process of Annual Reviews/My Plan.
- Literacy and Numeracy targets being monitored ensure that children progress through specific, measurable, achievable, realistic, time-bound targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded in Annual Reviews/My Plan and are involved in their development.

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT) and SENCo
- Governors, advisors and inspectors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

**Complaints Procedure**

All complaints should in the first instance be referred to the Head teacher. It is hoped that any concerns can be dealt with informally. However, where this is not satisfied the matter will be referred to the Chair of Governors then to the Local Education Authority's Special Needs Adviser.

**Other documents and appendices:**

The SEN policy should be read in conjunction with our SE Information report and our policies for Curriculum, Teaching and Learning, Assessment and Accessibility.

**Governor approval and review dates:**

This policy was written in September 2017 and is awaiting ratification from Governors.

