



Oreston Community Academy

Special Educational Needs and Disability (SEND) Policy

Date Reviewed by the Governing Body: Autumn 2022

Next Review date: Autumn 2024



Oreston Community Academy Special Educational Needs and Disability (SEND) Policy



Principles

Oreston Community Academy believes that all children should have access to a creative, cross curricular and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children in order that they make progress, realise their potential and develop a sense of self-worth.

We listen to the views of the children and seek to take these into account. We also believe that parents and carers have a vital role to play in supporting their child's educational needs. We work in partnership with parents / carers and other external agencies to ensure the best support possible is given to the child.

Rationale

The school fully supports the principles outlined in the Special educational needs and disability code of practice: 0-25 years (January 2015), which incorporates a graduated approach in meeting children's needs. The school believes that children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

SEND Code of Practice (2015)

The school has a designated member of staff who, in collaboration with the Headteacher, Staff and Governing Body, is responsible for the implementation of this policy.

The School's Special Educational Needs and Disability Co-ordinator is: **Stuart Armley-Jones**

The Inclusion Leader is: **Stuart Armley-Jones**

The SEND Governor is: **Caroline Chapman**

The educational provision for pupils with SEND is the responsibility of the class teacher in the first instance; liaising with the Team Leader, SENCO and support staff. The Academy ensures opportunities are provided for all staff to undertake professional development to further develop their skills in supporting children with SEND.

Role and Responsibility of the SENCO

The SENCO is responsible (in collaboration with the Headteacher and SEND Governor) for:

- Overseeing the operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising other teachers
- Advising Teaching Assistants
- Overseeing all records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the INSET of SEND
- Liaising with external agencies, including the Multi Agency Support Team

What is SEND?

A child or young person has SEND if they have a learning difficulty or 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 prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice)

We are an inclusive school and aim to support all children and meet their individual needs within the limitation of our school budget.

Identification, Assessment, Provision and Review

Every class has a cycle of assessing, planning and teaching. This in turn takes account of the wide range of abilities, skills and interests of the children within the class. The majority of children will learn and make progress accordingly but those who have difficulty in doing so, may have Special Educational Needs.

The Code of Practice identified four main areas of difficulty:

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Sensory/and or Physical

We know when pupils need extra help if:

- concerns are raised by parents/carers and/or teacher and/or child;
- limited progress is being made;
- standardised assessments highlight areas of difficulty;
- there is a change in the pupil’s behaviour or progress.

If pupils have previously been identified with SEND, we work with people who already know them and use information already available to support their needs.

Progress, Attainment and Assessment

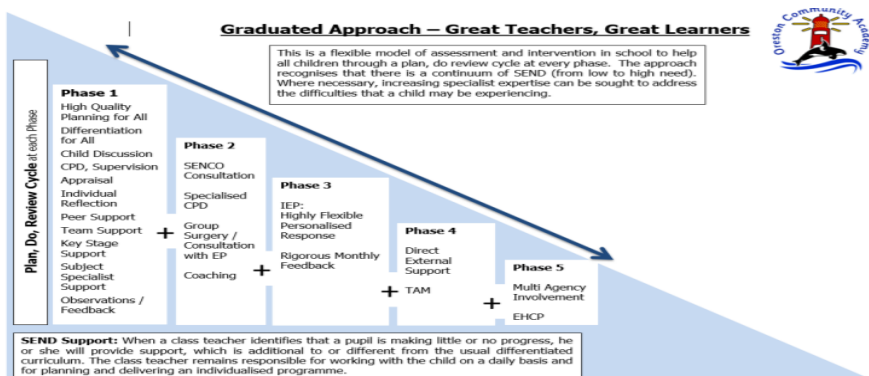
The Headteacher and Class Teachers undertake assessment analysis on a termly basis. Any findings related to the underachievement of any individual or group is highlighted and they are targeted appropriately.

We assess children in a wide range of ways including:

- Observational, formative assessment in class
- Marking and analysing children’s recorded work
- Completing standardised tests
- Formally assessing children at least termly
- Reviewing children’s self-assessment comments through a child-teacher dialogue in books and orally

Graduated Approach – Appendix 1

Oreston Community Academy employs a graduated approach to support all pupils. This is a flexible model of assessment and intervention to help all children through a plan, do, review cycle at every phase. The needs of the majority of all our pupils are met through provision at Phase 1. High quality planning and teaching targets the learning needs of all pupils, with clear differentiation to ensure the learning needs of pupils with SEND are met in every session. On the Planning Framework, reference is clearly made to individual targets for pupils, additional scaffolding for support and any pre-teaching requirements. This Graduated Approach recognises there is a continuum of SEND and where necessary increasing specialist expertise, from both within the school’s resources and outside, will be sought to address a child’s



difficulties. Pupils at all phases of the graduated approach remain the responsibility of the class teacher who continues to work daily with pupils and plans and delivers an individualised programme.

Educational Health Care Plan (EHCP)

In some cases, the school will conclude after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school. In a very small number of cases, the LA will need to make an assessment of a child's SEN Support and then consider whether or not to issue an Education Health Care Plan (EHCP). Please refer to the SEND Code of Practice, 2015 for further guidance (section 9).

Individual Educational Plans (IEPs)

An effective IEP should:

- Highlight the planned intervention for the child
- Be a learning and teaching plan which sets out the details of the provision
- Be a working document for all staff
- Be accessible and understandable to all concerned including the parents and child
- Move the child on in their learning

All IEPs are reviewed at least three times a year by class teachers, children, parents/carers, teaching assistants and the SENCO.

Early Years

Identification, assessment and provision follow a similar cycle within the Foundation Stage. Where there has been additional support at Early Years action level and concerns remain, key staff may make a request for support to the Plymouth Early Years Forum. The Nursery teacher/s will link closely with the SENCO and will also access the external agencies that are available for the rest of the school.

Promoting Partnerships with Parents/Carers

The school actively seeks to work with parents and carers and values the contribution they make, actively encouraging open dialogue, both formal and informal. Parents and carers hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school will inform parents and carers when we first identify that a child may have SEND and parents are encouraged to express similar concerns to the school. The school will provide parents with information about support organisations such as Plymouth Information, Advice and Support for SEND (PIAS) and where appropriate, other support networks. Any referrals to outside agencies are completed with the parents and carers to ensure they are informed during each stage of the process. The information we gain from parents and carers are a crucial part of understanding the child and family's needs. The school have an open-door policy and welcome parents and carers to share their concerns at any point in the year. The SENCO will liaise with appropriate external agencies on behalf of parents and carers of children with SEND, as well as the children themselves.

Sharing the Process

Targets and provision are clearly shared with children and there is a clear emphasis on involving children in the dialogue to ensure their voice forms a strong part of plan, do, review, cycle. All IEPs will be reviewed with parents either through a telephone call, a TEAMS call or a face-to-face meeting.

Transitions

There are a number of arrangements to support children at different transition points within their journey through school. During Term 6 all pupils take part in weekly half day transition sessions where they meet their new class teacher, children and environment. We provide an enhanced transition for pupils who need additional support to make a smooth transition into their new environment, and where necessary with the support of the Communication Interaction Team and MAST (Multi-Agency Support Team). Children in Year 6, who would benefit from an enhanced transition to their secondary school, will be identified by the SENDCo in Term 5, or in some cases earlier, and discussions with receiving school will take place to ensure that transition plans can be put in place for the child.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Complaints procedure

In the event of any complaint, the procedure outlined in the Complaints and Compliments policy should be followed. This is located on the website.

Policy Authors: Susanne Parker

Date Written: Autumn 2019

Date Ratified: 9th December 2019

Reviewed by: Stuart Armley-Jones

Next Review: October 2024



Graduated Approach – Great Teachers, Great Learners

This is a flexible model of assessment and intervention in school to help all children through a plan, do review cycle at every phase. The approach recognises that there is a continuum of SEND (from low to high need). Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

Phase 1

High Quality Planning for All
Differentiation for All
Child Discussion
CPD, Supervision
Appraisal
Individual Reflection
Peer Support
Team Support
Key Stage Support
Subject Specialist Support
Observations / Feedback

Phase 2

SENCO Consultation
Specialised CPD
Group Surgery / Consultation with EP
Coaching

Phase 3

IEP:
Highly Flexible Personalised Response
Rigorous Monthly Feedback

Phase 4

Direct External Support

Phase 5

Multi-Agency Involvement
EHCP

Plan, Do, Review Cycle at each Phase

SEND Support: When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.