

Offley Primary



Academy

SEND POLICY

'Joy in learning, a fun, challenging journey to be the best that we can be'

INCLUSION STATEMENT

At Offley we have a number of children with additional needs. This policy describes the way we meet the need of pupils who experience barriers to their learning, which may relate to sensory or physical needs, learning and cognition difficulties, speech language and communication needs or behavioural, emotional or social development. Offley Primary Academy is committed to providing an appropriate and high quality education for all our pupils. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is fully accessible and inclusive in all aspects of school life.

We understand and are sympathetic to the needs of all children, within mutually respectful relationships. We want children to have ownership of their learning and to have an impact upon their environment. We strive to ensure all children are confident learners who value themselves and their achievements.

We recognise that children need to be motivated to learn and that they make choices about their learning. The importance of being able to recognise their feelings and their ability to reflect on their behaviour is developed throughout the curriculum. Children are encouraged to express their feelings and emotional needs within a safe and supportive environment.

We provide opportunities for children to ask and answer questions and to reflect upon their learning. The teachers at Offley understand how children learn and they plan to accommodate a range of learning styles within session. Pupils gain new skills, knowledge and understanding, across all areas of the curriculum in a variety of ways. We believe in equality of opportunity so that all pupils should have equal access to opportunities that develop their skills and abilities.

We believe that every pupil should have available to them the support necessary to maximise their full potential. We are committed to early identification and intervention to raise attainment.

All pupils at Offley have opportunities to develop friendships and to participate in all social and curricular activities. We have high expectations of our pupils and we provide the highest quality education that is both satisfying and challenging. We constantly strive to improve teaching and learning for all children. We expect them to make progress in line with realistic expectations, based on their potential and against agreed targets. We have a Behavior Policy that encourages and rewards good behaviour and provides reflection time when inappropriate choices have been made. The school recognises that there are pupils who find making positive choices a challenge. Some pupils with SEN find it difficult to form appropriate friendships, so we aim to provide nurture sessions to encourage pupils to build and maintain relationships with their peers. At Offley we accept responsibility to provide equality of opportunity for all pupils. We have high expectations of pupils and we aim to ensure that those identified with SEN achieve their full potential. We ensure all pupils have access to a broad and balanced education through the delivery of a differentiated curriculum. We expect every pupil to make progress against school and individual targets. We aim to adopt a whole-school approach to SEN, through consultation and planning at all levels.

We liaise with external agencies to ensure that all SEN children, who require help beyond school provision, have access to the appropriate fieldwork services.

We accept responsibility to identify children with SEN and will provide early intervention based on the current resources available.

We view the partnership between school and parents/carers as essential, especially when a child has SEN. We acknowledge the rights and responsibilities of parents. We consult, inform and involve parents fully in their children's education. Their support, cooperation and understanding will be encouraged at all times. Staff will aim to share learning objectives with both parents and children.

NAME OF SEN CO-ORDINATOR

Mrs Jo Hirst is the person responsible for co-ordinating Special Educational Needs at Offley and will be referred to as the SENCO (Special Educational Needs Co-ordinator).

ARRANGEMENTS FOR CO-ORDINATING PROVISION

It will be the responsibility of the SENCO to coordinate tasks based on discussions with staff and the Principal and will communicate with external agencies, who assist in devising and monitoring Individual School Focus Plans for children on the SEN register. The SENCO will liaise with the SMT when appropriate to discuss pupil progress and to ensure that all pupils' needs are catered for. The SENCO will communicate regularly with Teaching Assistants who are specifically designated to support pupils with special educational needs. Full consultation with support staff will take place prior to review dates for all pupils with SEN. Annual Reviews will be arranged by the SENCO.

ADMISSION ARRANGEMENTS

Children with SEN will be treated no less favourably than any other applicants. The general school policy for admission will apply to all applicants regardless of their needs.

Admission of children with Education Health Care Plans (EHCP) will be decided by the Principal, following consultation with the staff and the specific governor responsible for SEN pupils, together with any external agencies involved. Decisions will depend upon the needs of the pupil and the school's ability to meet those needs effectively.

ACCESS TO SCHOOL BUILDINGS

The school will work to ensure that all pupils have equality of access to the school buildings and grounds.

There are specific facilities to accommodate children with physical disabilities, including ramped slopes in certain areas. Any further requirements would be addressed if required in the future, but all children currently in school have had their needs met. The Principal and SENCO will include all relevant professionals if pupil need is identified.

IDENTIFICATION & ASSESSMENT ARRANGEMENTS

School staff will work to ensure that children with SEN are identified as soon as possible to include pre-school provision. Pupils will be regularly assessed and their progress monitored. The school will use the Graduated Approach and will follow the guidelines in Cheshire East's SEN Toolkit. External agencies will be asked for their expertise in assessing pupils if appropriate.

Offley have adopted the Graduated Approach system, devised by Cheshire East, and relevant documentation is completed accordingly. Record keeping systems e.g. School Focus Plans have been adapted in line with recommendations from external specialist teaching advice. The format of the School focus plan has been designed to be child and parent friendly to encourage children and their parents to both contribute and understand their targets.

The School has developed a graduated response to identification and assessment in line with the Revised Code of Practice and the Local Authority's Inclusion policy.

Pupils may be identified at any time throughout the year. Children indicating a marked discrepancy between their attainments in specific areas of learning in comparison with the majority of children of the same age, will be identified by the class teacher, with a view to receiving additional support. Concerns regarding progress will have been communicated to parents prior to a formal meeting to discuss placing a child on a School Focus Plan. Detailed assessment of individual children's progress will be passed onto the relevant teacher and the SENCO to determine the nature of provision. Offley Primary is committed to working in partnership with Speech & Language Specialists and other appropriate agencies to provide support.

DESCRIPTION OF PROVISION

We have established a register for pupils with SEN, and have determined the nature of individual needs. We have identified that it is important to maintain a register to monitor needs, issues, resources and funding. Interventions being delivered to identified groups and individuals will be monitored by class teachers and the SENCO.

Following a period of assessment, School Focus Plans, for SEN pupils are started and shared with parents. Objectives are shared appropriately with the child based on their age and current level of understanding and parents are encouraged to discuss what they feel is important to their child and how the school can best support their child. We feel this is a vital process, to allow the child, parent, support staff and teacher to work collaboratively and effectively together.

Parents will also be given information about the Graduated Approach model and particular advice regarding their child's current position within this model. They will also be given information that will enable them to seek external advice should they wish to do so i.e. information and contact addresses and phone numbers for Parent Partnership Services.

School Focus Plans will be reviewed as an ongoing process over a term, by the staff involved (this may include outside agencies) in the children's learning. Following the evaluation period new targets will be discussed with parents in order to formulate a further plan if required

The Teacher/Early Years Practitioner will meet with the SENCO whenever necessary to discuss appropriate objectives and to determine criteria for success. The Class Teacher/Early Years Practitioner will assume responsibility for documenting objectives and recording the success of implementation.

Pre-school and Reception classes will be assessed against the Early Years Goals – 17 areas of Learning. Children in Year 1 will undertake the Phonics Screening Test.

The end of Key Stage teacher assessments will provide a comprehensive picture of children's attainment in Year 2 and Year 6. This information will be transferred to our KS2 department and also to High School or any other school the child may transfer to. In other year groups, Optional SATs or other tests will provide summative information about pupil attainment.

Transferring information about pupils with SEN from our school to High School, or other schools, occurs after a joint meeting has taken place between both SENCOs and relevant staff e.g. Y6 teachers and support staff if appropriate. This is in addition to liaison between parents and staff from both schools. We liaise with teachers and the SENCO at the end of the final term to provide transition activities for designated SEN children to complete over the summer break. Appropriate tasks are planned with the support of SEN teachers and TA's.

Where a child is within Pre-school and attends more than one setting, the school will work with other nurseries and agencies as appropriate.

The staff are made aware of the guidelines available in school concerning provision for SEN through staff meetings. Attention is drawn to the key principles of the L.A.'s policy and the roles and responsibilities of all within the guidelines. Staff are made aware of current documentation available for parents and contact addresses for partnership services. All teachers put into practice the principles of the Code of Practice in line with the L.A.'s approach to Inclusion.

General curriculum development will always consider children with SEN. A wide range of teaching strategies and approaches will be used, designed to give as much support as possible to those with SEN. Specific learning styles and approaches to teaching will be considered. The curriculum will be taught in such a way that the differing needs of pupils are catered for, as far as resources allow. Arrangements for in-class support or withdrawal will be made carefully, recognising the child's entitlement to access the whole curriculum.

The relevant governors will monitor & evaluate SEN provision and the success of this by studying results e.g. information in 'Raiseonline' and monitoring of cohort progress; through discussions with the Principal, Senior Leadership Team and SENCO; through termly reports to governors; visits to school.

ALLOCATION OF RESOURCES

Pupils who have an EHCP will receive additional support in line with the requirements of the Plan and finance provided by the Authority. The school will adopt a flexible approach to the principles governing the schools allocation of resources to pupils with SEN. Allocation will be determined by a number of factors: the number of children with SEN, the needs of the children and the funding available.

RECORD KEEPING AND REVIEW

Class teachers are responsible for reviewing the success of the targets set in the classroom following the short-term objectives identified in individual School Focus Plans. Teachers have responsibility for maintaining documentation relating to classroom targets e.g. Precision sheets for key vocabulary, current sight vocabulary, visual timetables and spelling attainment in literacy.

All pupils with additional needs have a specific file containing any documentation provided from external agencies, reports, parental consent forms, and any other relevant documentation. It is the responsibility of class teachers to maintain these

records but overall the SENCO/SLT will monitor and evaluate record keeping and reviews. The School Focus Plans will be kept in the SEN folder on Onedrive to allow subject co-ordinators and members of staff to access them.

The SENCO will have responsibility to liaise with specialist support staff and Teachers to determine the success of targets identified in School Focus Plan. The Principal will take an active part in reviewing the overall success of the Special Educational Needs provision and will record and communicate this to the Governing Body and subsequently parents, the L.A. and any external bodies who require information e.g. OFSTED.

PARTNERSHIP WITH PARENTS

The school will work in partnership with parents.

We value and respect the role of parents, who will be fully involved and consulted at all times about the arrangements made by the school in order to cater for their child's special needs. Our school adopts an 'open door' approach to parental involvement.

Parents are actively encouraged to become fully involved with meeting their child's needs, particularly through regular activities at home. They are made fully aware of short-term programmes and classroom targets. Parents and teachers/Practitioners communicate the success of implementing programmes through informal meetings after school and the use of home/school books or planners for some pupils. Parents are encouraged to communicate success as quickly as possible in order to accelerate the setting of new targets, which may prejudice the review date of short-term targets. School Focus Plans are seen as working documents that can be altered/adapted regularly if the success criteria are met prior to review dates.

In line with the requirements of the Graduated Approach system arrangements will be made for parents to regularly discuss their child's progress with the class teacher, SENCO and in some cases the Principal. Parents are invited to attend Annual Reviews of pupils with EHCP, and helped to understand and complete all documentation relating to the special educational needs of their child if necessary.

CPD

Staff will be expected to undertake appropriate CPD to ensure that they remain in a position to support children in achieving the best possible outcomes.

All staff are encouraged to attend courses appropriate to their own professional development needs or highlighted in the School Improvement Plan. It is the responsibility of the SENCO to ensure all newly appointed staff members know and understand the key principles and practices of the school approach to Special Educational Needs and to arrange In-house INSET for new members of staff.

HOW THE SUCCESS OF THE POLICY IS EVALUATED

The success of the policy will be monitored by evaluating the progress of the pupils towards achieving aspirational targets.

Staff will evaluate the success of their policy by discussing the progress made by the children on a regular basis, with each other, the SENCO and parents. Parents of children with SEN will have the opportunity to contribute to School Focus Plans and to review progress, alongside class teachers, the SENCO and the Principal. Parents of children with SEN will have the opportunity to attend meetings with their child's

teacher no less than once a term. A written report detailing the child's progress will be presented to parents during the Summer term, each year. The success of the provision for pupils with an EHCP will be evaluated through the annual review procedure, which involves a meeting between parents and all other agencies that contribute to the child's educational needs. The Local Authority monitors this process and may send a representative to attend some meetings.

COMPLAINTS PROCEDURE

Parents will be able to voice their opinions should they have any concerns about the provision for their child.

Should any parent be dissatisfied with the support offered to their child, they should immediately discuss the matter with the Principal. Parents are provided with partnership services information as soon as a meeting takes place to agree a School Focus Plan for a pupil. Subsequently, any further complaints must be referred to the governing body and the Local Authority.

POLICY REVIEW

This policy will be reviewed annually.

Reviewed February 2019