

**Fitzharrys School**

**Policy for Special Educational Needs**

**Person responsible for policy:**

**Mrs J Smith, SENCo**

**SEN Link Governor: Mrs J Layzell**

**Fitzharrys School****Policy for Special Educational Needs****A SCHOOL ARRANGEMENTS**

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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 that calls for special educational provision to be made for him or her.

The SEN Code of Practice (2015) defines this as a young person who:

- '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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

Special educational provision means provision that is additional to or otherwise different from that which is made generally for students of the same age in school.

#### **Aims**

We at Fitzharrys School 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. Fitzharrys 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 SEN 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 child's development
- to work collaboratively with parents/carers, other professionals and support services

- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

## A2 ROLES AND RESPONSIBILITIES

Provision for students with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN 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 **SENCo** supports teaching colleagues in identifying the most appropriate strategies to enable SEN children to enjoy success.

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 - it maintains a general overview and has appointed a representative (the SEN governor, *Claire Cross*), who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEN
- all staff are aware of the need to identify and provide for students with SEN
- students with SEN 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 have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents/carers are notified if the school decides to make SEN provision for their child
- parents/carers are informed of the progress of their child in any additional and different provision
- they are fully informed about SEN issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Improvement Plan
- the quality of SEN 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

- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- He also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as whole.

The **SENCo**, working in partnership with the **Co-ordinator for Specific Learning Difficulties** is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for students with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify students with special educational needs
- monitoring progress across the curriculum of all students with special needs
- supporting class teachers in devising strategies appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- reporting on students' progress and how they overcome barriers to learning
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, etc.
- contributing to the in-service training of staff
- managing Teaching Assistants (TAs)
- training TAs and observing and monitoring their performance in the classroom and in small group work
- liaising with SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- including students with SEN 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 SEN Policy and procedures for identification, monitoring and supporting students with SEN
- giving feedback to parents/carers of students with SEN.

**Teaching Assistants** work as part of a team with the SENCo and the teachers, supporting students' individual needs, and helping with inclusion of students with SEN within the class. They play an important role in target setting and monitoring progress. They contribute to review meetings and help students with SEN to gain access to a broad and balanced curriculum. They encourage students towards independence.

TAs should:

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

### **A3 CO-ORDINATING AND MANAGING PROVISION**

At Fitzharrys School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the School Improvement Plan
- the SENCo meets formally with TAs termly to review progress of students
- the SENCo ensures that regular meetings are held, to review planning and provision, and that parents/carers are invited
- there is daily informal contact between all staff to monitor individual students and to discuss concerns
- students are involved as far as practicable in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - the SEN register
  - an overview of SEN provision from the school prospectus
  - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
  - copies of the student's profile, learning difficulties, teaching strategies and targets and other relevant information.

### **A4 ADMISSION ARRANGEMENTS**

Fitzharrys 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 the LA 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 Fitzharrys School:

- all teaching staff are able to teach students with SEN. 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
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we try 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 students in wheelchairs

## **B Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

The Headteacher, SENCo and the governors of the school regularly monitor the needs of students with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for students with SEN.

Fitzharrys School follows LA guidance, as given in the SEN Handbook, to ensure that all students' needs are appropriately met.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice (2015) outlines a graduated response to 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 two broad levels of provision within the continuum: School Support and Statement/Education Healthcare Plan.

A register is kept of students with SEN and circulated to all staff. Where concern is expressed that a student may have SEN, staff take early action to assess and address the difficulties. The Oxfordshire SEN Handbook descriptors are used to

decide whether the level of provision can be met at School Support level or whether an application for an Education Healthcare Plan is required. The SENCo can also take further advice from external professionals, including Advisory Teachers and the SEN Officer.

**Categories of Special Educational Need**

The SEN Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical:

Code of Practice needs	Categories
Communication and Interaction	Speech and Language Autistic Spectrum Condition (ASC)
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.  Students may have specific learning difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.  These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.  Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical	Hearing Impairment Visual Impairment Physical Multisensory Impairment
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## Levels of Provision

### School Support

If a student requires additional and different support and meets the required criteria, then appropriate support is put in place through 'Quality First' teaching. This requires teachers to differentiate resources and teaching strategies for inclusion so that all pupils may progress. Subject departments and the SEN team may offer interventions to boost pupil attainment that are based on specific subject related skills.

If a student has not made sufficient progress, the level of support may be increased and outside agencies may be asked to become involved. Outside agencies may undertake more specialised assessment and/or observe the student. Parental permission is always sought for a formal referral to any external service.

A plan is created for each student based on their learning needs and specific interventions are put in place to meet those needs; these interventions may be Wave Two (small group) or Wave One (individualised) Students are assessed regularly to ensure the appropriateness of the interventions and to check that progress is being made. Interventions are assessed and parents/carers and relevant school staff are informed. Student and parent comments inform the targets and help to steer the interventions.

### Education Healthcare Plan/Statement

Only a very small proportion of students require an Education Healthcare Plan/Statement of SEN. These students are likely to have severe or complex needs that require more specialist advice and support. Students with existing Statements will have these transferred into EHCPs in a planned programme, according to Oxfordshire guidelines.

### Reviews

The SENCO and Co-ordinator for Specific Learning Difficulties are available to meet with parents/carers on request. More formal reviews of students with EHCPs/Statements are normally carried out towards the end of every term. Students are fully involved and use their own review form to inform the target setting process. Copies of the review form are sent to parents/carers.

Parents/carers of School Support students are invited to a formal review at Parents' Evening once a year to discuss progress and to be part of their child's education. Any form of intervention that requires a student to be withdrawn from lessons for a period of time is only done with the written agreement of

parents/carers. A letter confirming the purpose, nature and duration of the intervention will be sent to parents/carers and a copy stored in the child's file. The principal is one of informed consent. The letter will include details of what parents/carers should do if they do not consent to the planned intervention.

### **Annual Reviews**

For students with Education Healthcare Plans and Statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP/Statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHCP/Statement, are invited to attend or submit a written report.

### **B3 CURRICULUM ACCESS AND INCLUSION**

Students are grouped in classes according to age and/or ability. As there can be a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the students, to ensure access at all levels. This is monitored by SLT and on a day to day basis by the Heads of Department/Faculty and the SENCo.

All 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 Teaching Assistant or other staff in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to improve skills or application or to give support in a particular area e.g. literacy or numeracy.

Withdrawal programmes and Wave Three Interventions can be time-limited and criteria for inclusion in such programmes are clearly specified. Additional literacy provision can be offered by temporary withdrawal from lessons. This can be spread across the curriculum (excluding maths, English and science lessons) or all the lessons for one or more subjects.

Students are identified from baseline data and via referrals made to the SENCo. The SENCo informs the parent/carer to propose the planned intervention and the implications of this intervention are explained. Progress on specific programmes is subject to regular review and two outcomes are anticipated; either the child returns to the full timetabled curriculum or further intervention may be required. At every stage, this is done via discussion and with the express written permission of the parent/carer.

Provision for students with SEN 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 SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo
- analysis of student tracking data and test results for individual students and for cohorts of students
- progress data for students on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation
- 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
- frequent meetings of parents/carers and staff, both formal and informal, to plan and set targets, revise provision and celebrate success

## **B5. ARRANGEMENTS FOR COMPLAINTS**

Parents/carers are able to discuss any concerns relating to SEN provision with the SENCO, but if the matter is unresolved, parents/carers should contact the Headteacher. The school has a complaints procedure that is available by request.

## **C Partnership Within and Beyond the School**

### **C1 PARTNERSHIP WITH PARENTS/CARERS**

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

Parents/carers 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 in strategies instigated. Parents/carers 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/carers are welcome to arrange meetings at other times to discuss any aspect of their child's progress with the tutor or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents/carers with a first language other than English.

SEN information and leaflets/audio guides are available in a number of community languages through the school or SENDIASS (formerly the Oxfordshire Parent Partnership Service.)

SENDIASS provides a range of support for parents/carers of students with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IEPS give advice and support to parents/carers of students with SEN at any age or stage. SENDIASS also gives information about mediation services, arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01865 810541. Some of their leaflets are available in school.

A guide to SEN provision in Oxfordshire ('The Local Offer') is available on the Oxfordshire County Council website: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Further information about SEN provision within the school can be found on the school website.

## **C2 THE VOICE OF THE CHILD**

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's 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 practise making choices, will be more secure and effective students during the school years.

In Fitzharrys School, we encourage students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to Teaching Assistants and teachers about their learning
- class, House and individual reward systems

## **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Students 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 (OXIST). We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required.

**C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS****Transfer and links with other schools**

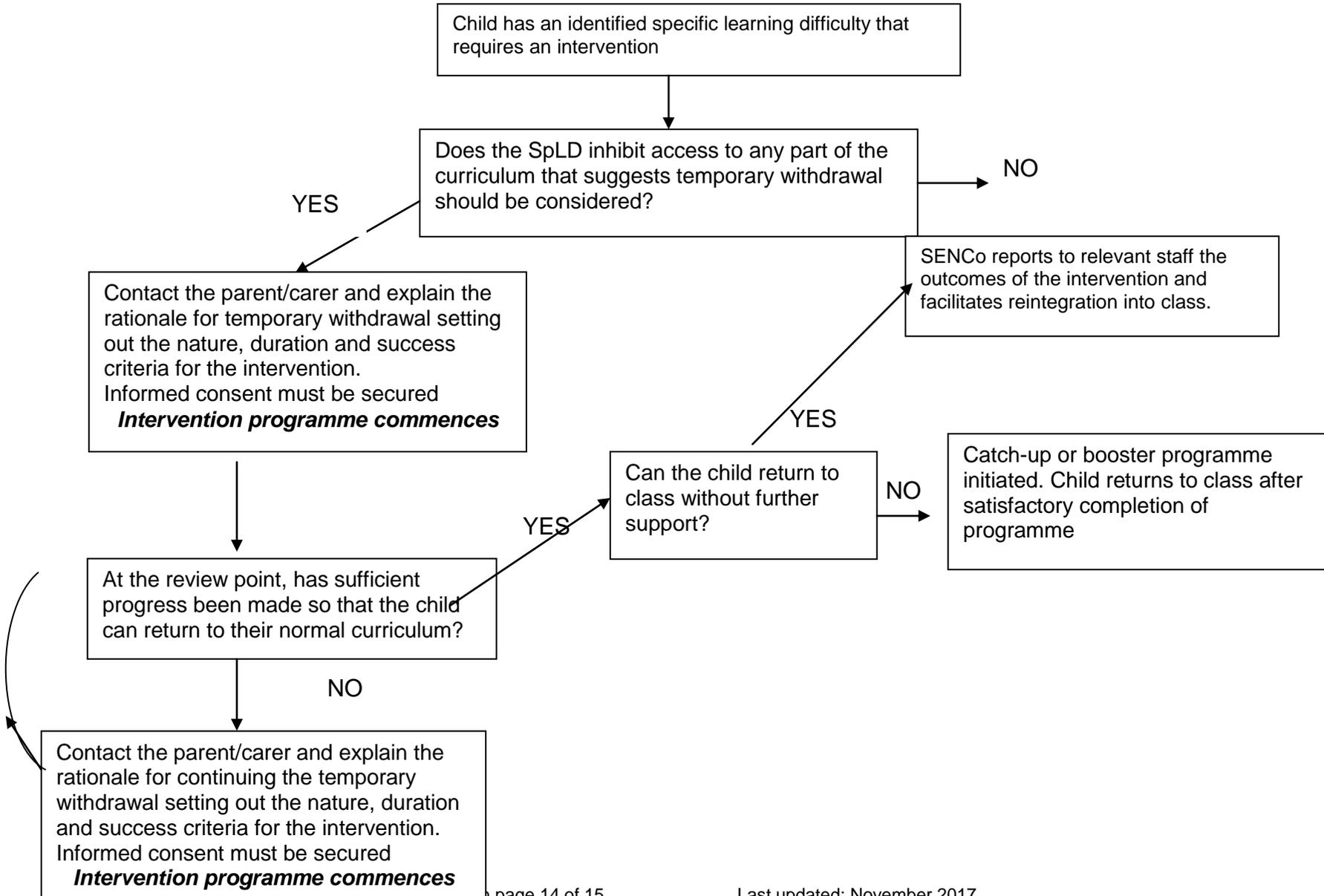
- SEN records are transferred following county procedures
- there are opportunities for all students to visit their prospective Secondary School
- students with SEN are given additional visits, if required, so that they will become more confident in the new situation
  
- representatives from local secondary schools are available for consultation before the time for transfer
- for students with an Education Healthcare Plan, the student's EHCP is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents/carers' views and preferences and the response to consultation by the LA with the schools concerned.
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 students with statements for whom the particular school has been named.
- Staff from Fitzharrys School visit Year 6 students in their Primary 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 SEN
- there are regular training sessions for Teaching Assistants
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. The SENCo delivers CPD.
- weekly meetings of the department ensure new developments and approaches are discussed and adopted offering consistency and an opportunity to review practices.
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school.



S E N P O L I C Y

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