

Fitzharrys School

Policy for Special Educational Needs

Person responsible for policy:

Mrs J Smith, SENCo

SEND governor:

To be appointed

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

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with parents
2. The voice of the child
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

A School Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil has SEN 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. The code of practice (2014) makes clear that making higher quality teaching normally available to the whole class is likely to mean that fewer students will require extra support. SEN support cannot substitute for ineffective teaching.

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 some 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 son/daughter's development
- to work collaboratively with parents, 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

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), 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- parents are consulted before the school decides to make SEN provision for their child
- parents 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.
- They receive an annual report on SEN provision and prescribe a format for this
- They publish each year on the school website details of how the school makes provision for 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 Development 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 SENCo
- the deployment of all special educational needs personnel within the school
- She/he also has overall responsibility for ensuring that 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 a whole takes place

The **SENCo** is responsible for:

- revising and updating the school's SEN policy
- reporting to the headteacher, governors and parents on the operation of the school's SEN policy
- 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 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
- 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
- training Teaching Assistants and observing and monitoring their performance in the classroom and in small group work
- liaising with the SENCoS in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers

The code of practice (2014) states: *"high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."*

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 children with SEN to enjoy success.

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 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 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.

Teaching Assistants 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 development 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 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 (available to parents on the school website)
 - 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 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 experienced teachers who 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 some limited 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.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

A pupil has SEN 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. The code of practice (2014) makes clear that making higher quality teaching normally available to the whole class is likely to mean that fewer students will require extra support. SEN support cannot substitute for weak teaching.

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. We follow LA guidance, as given in the guidance, "Identifying and supporting special educational needs in Oxfordshire schools and settings", to ensure that all students' needs are appropriately identified and met.

Categories of special educational need

There are four broad areas of need, these are further subdivided into ten categories:

Code of Practice need	Categories
Cognition and Learning	Moderate learning difficulties (MLD) Severe learning difficulties (SLD) Specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia (SpLD)
Social, emotional and mental health difficulties	Emotional and behavioural needs Mental health needs
Communication and interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)
Sensory and/or physical	Hearing (HI) Visual (VI) Physical (PD)

Levels of Provision

Quality First Teaching: improvement to whole class teaching is the most sustainable and cost-effective way to meet the needs of students who are making less than expected progress given their age and individual circumstances.

The Code of Practice (2014) states: *"high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."*

Less than expected progress means:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

School support: the SENCO will assess whether students making less than expected progress have special educational needs. The SENCO will use the tools in OCC's "Identifying and supporting special education needs" and follow this cycle:

- Assess
- Plan
- Do
- Review

A range of provision may be made, including

- Briefing class teachers about what adjustments to make
- Training class teachers
- Support in lessons
- Withdrawal for small group or one to one work
- Support with personal study
- Involving specialists

Education, Health and Care Plans: These students are likely to have severe or complex needs and require specialist advice and support. Only a very small proportion of students is likely to require an EHCP..

All students with special needs are listed on the special needs register. This is issued by the SENCO.

At the start of the academic year all staff will be issued with:

- A copy of the special needs register
- Information relating to specific students

A handbook is kept on the S:\ drive providing staff with all that is required for these students to participate in their learning and to be successful:

S drive: Departments: Learning support: SEN handbook 2013/14.

The department will issue updated material to staff as appropriate.

Reviews

Reviews of students are normally carried out towards the end of every other 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 if they are unable to attend. 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. A letter confirming the purpose, nature and duration of the intervention will be sent to parents/carers (cc the Headteacher) and a copy stored in the child's file. The principle is that parents and

students are fully involved in provision made for them. The letter will include details of what parents/carers should do if they do not agree with the planned intervention.

Annual Reviews

For students with Education, Health and Care Plans (formerly statements), an annual review meeting must be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the plan should continue, and whether provision/strategies should be maintained or amended. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement/EHCP, 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 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 an TAs 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 arranges to meet with the parent/carer to propose the planned intervention that takes the form of additional literacy programme. The implications of this intervention are explained to the parent/carer. Progress on the literacy programme is subject to regular review and two outcomes are anticipated; either the child returns to the full timetabled curriculum or follows the next stage of the literacy programme. At every stage, this is done via discussion and with the express written permission of the parent/carer where it is felt that poor literacy skills are preventing the student from being successful across the curriculum.

The intervention process is summarised in Appendix A.

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
 - for cohorts
- value-added data for students on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation, using 'From Audit to Action'

- the school progress 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 and staff, both formal and informal, to plan and set 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 SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment.

If the matter is unresolved parents 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

The staff at Fitzharrys 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 class teachers 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 in strategies 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 or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents 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 Oxfordshire Parent Partnership Service.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of students with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IEPS give advice and support to parents of students with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS 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 (Your Child and You) is available in school, and the SENCO can provide information about the Code of Practice, SEN Tribunals and how to contact the Local Authority. Parents are welcome to request any of these publications.

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 TAs and teachers about their learning
- class, House and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

There are now only a limited range of education, health and social services available to support students. The school is committed to finding the right professionals to provide the information required to provide appropriate guidance and at times, private practitioners (e.g. occupational therapy, behaviour support) may be commissioned.

The appendix lists the services we currently use. 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 action 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 primary schools are available for consultation before the time for transfer
- for students with a statement of SEN, the student's statement 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' 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 TAs
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. The SENCo delivers regular briefings to staff.
- 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.

Fitzharrys School SEN Contacts

Service/Agency	Contact Name
Advisory Teacher for Students with Down Syndrome and complex needs	Rachael Clare
Autistic Service Outreach Teacher	Laraine Davies
Autistic Service Learning Mentor	
Consultant for Inclusion(SEN)	Rachel Faulkner
Connexions	
Dyslexia Support Service	Unicorn Outreach Team
BSS Outreach Teacher	
Education Social Worker	LCSS Team – Emma Walker
Educational Psychologist	Abby Wicks
Occupational Therapist	
Parent Partnership	Sally Cady/Wendy Cliffe
Physiotherapist	
SEN Governor	
SEN/ICT service	Wheatley Centre
Service for Students with Physical Disabilities	
Speech and Language Service Outreach Teacher	Laraine Davies
Speech and Language Therapist	Jane Harrison
Teacher of the Hearing Impaired	Alison Garside
Teacher of the Visually Impaired	

S E N P O L I C Y

101

Appendix A

SEN POLICY 101



