

Oldbrook First School
Living and Learning Together



Oldbrook First School's Special Educational Needs and Disability (SEND) Policy

Introduction

Oldbrook First School believes that every pupil has an entitlement to develop to their full potential and is committed to meeting the needs of all pupils, including those with special educational needs or disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

At Oldbrook a child is defined as having a SEND if 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. Oldbrook First School is an inclusive school and offers the following range of provision to support children with; cognition and learning, communication and interaction (including speech and language), behavioural, emotional and social, sensory, complex medical and physical needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

The SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

SEND Objectives at Oldbrook First School

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To quickly take considered steps to begin removing these barriers to learning
- To enable all children to participate in lessons fully and effectively, experiencing success and achieving the highest possible standards

- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and ensure all parties involved are aware of support available and in place
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To work with the Governing Body to enable them to fulfil their monitoring role and statutory duties

Identifying children with Special Educational Needs

The progress of every child is monitored and discussed at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the Head Teacher and Inclusion Manager. A plan of action is then agreed. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

Less than expected progress can be characterised as:

- progress which is significantly slower than that of their peers starting from the same baseline
- progress which fails to match or better the child's previous rate of progress
- progress which fails to close the attainment gap between the child and their peers

If a child needs further support to make progress a meeting will be arranged with parents, class teacher, inclusion manager and the child. These are called Child Centred Review Meetings. At this meeting the child's strengths, challenges, things that help them learn and what they want to achieve will be discussed. Provision will then be put in place taking into account the views and advice of the child and the parents.

Once provision for these identified children is reviewed, resources or other aids may be put in place to help them make progress. Parents will be involved in these discussions and their views sought. If a child continues to

make less than expected progress despite several 'plan do and review' cycles taking place, the school may seek advice from outside agencies.

Should children be making, or are at risk of making, less than expected progress due to a disability or medical condition a review of their provision should be made and advice sought if necessary. This is to ensure any barriers to learning are removed or minimised as soon as possible.

Depending on the advice or outside professionals top up funding or an Education and Health Care Plan may be sought to ensure the child has access to all they require to make progress.

Parental Involvement

In Oldbrook First School parents are seen as partners and their views, aspirations and hopes for their child will always be valued. We believe parents know their children and can be invaluable sources of information to help us identify what possible barriers to learning their child may be facing. We aim to have good and informative relationships with all our parents. If parents have concerns about their child they should speak to their class teacher first who may then direct them to the Inclusion Manager. Parents of children who are identified as having SEND will be invited to take part in CCRs at key points of the year to discuss their child's progress and the effectiveness of the provision put in place for them. Parents, staff and the child will then work together to agree further strategies that will help the child make progress.

If a parent has concerns or would like further support the school will signpost them to the SEND Information Advice and Support Service.

Roles and Responsibilities

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils through daily differentiation and quality first teaching.
- Checking on the progress of all children, identifying and planning the delivery of any additional support.
- Contributing to devising personalised learning journeys to prioritise and focus on the next steps required for the child to make progress. This includes collating the views of the child and parent into forming the outcomes of the Child Centred Reviews.
- Raising any concerns they may have about a child's progress in Pupil Progress Meetings if not before.

- Completing appropriate assessments such as the FACT, FACT+, sensory checklists etc.
- Implementing the advice and targets from outside agencies such as speech therapists and specialist teachers.
- To maintain and review the provision map half termly to reflect identified support and progress made.
- Applying the school's SEND policy.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring staff are utilised to the greatest effect and to ensure interventions are showing impact on children's' progress.
- Ensuring that parents are involved in supporting their child's learning and access to the curriculum and kept informed about the range and level of support offered to their child
- Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.
- Managing and providing the resources, administrative and professional support necessary for the SENCo to carry out their duties;
- Provide opportunities for the professional development of the SENCo;
- Monitor the effectiveness of the SEND Policy and its implementation;
- Attend review meetings, where necessary;
- Evaluate the effectiveness of the SEND provision in relation to raising standards for all children.

The SEND Governor – is responsible for:

- Supporting school to evaluate and develop quality SEND provision and monitor the impact of provision for pupils with SEND across the school.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

All teachers monitor and review pupil progress using the national end of key stage assessment procedures.

- Children in the Early Years Foundation Stage are assessed against the Development Matters expected age bandings. Those that are significantly below their age expectations by the end of the year are reviewed individually to ascertain the reasons for this and to respond accordingly.
- Children in year 1 and 2 are assessed in each subject as to whether they are beginning, within or secure each area of the curriculum. Again those that do not progress are discussed during Pupil Progress Meetings and action taken where appropriate.
- Children identified as having SEND will continue to be assessed using P scales as necessary if they are unable to access the KS1 curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed termly.

If children are taking part in a specific intervention they may be assessed using different criteria to measure the impact of that specific intervention. For example after taking part in a reading intervention the colour of book level the child is reading may be the most relevant data. The impact of the intervention although significant may not immediately translate to moving up the key stage levels therefore the book level shows progress in a more relevant way.

Professional development

All members of staff have access to advice, information, resources and training to enable them to teach all children effectively. Staff are kept fully informed about local authority, national and regional training courses, seminars and networks which relate to SEND practice. Members of staff are also encouraged to observe good inclusive practice within school, and in other schools. Mrs Fischer has undertaken the National Award for Special Educational Need Coordinators.

Teaching and learning

The school believes that all children learn best with the rest of their class. Our aim is for all children to be working in class, at the cusp of their potential. When allocating additional Teaching Assistant support, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, the school first look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Interventions are often crucial in closing attainment gaps and are monitored closely by both the class teacher who monitors progress towards the targets during the intervention and by the Inclusion Manager who monitors overall progress after the intervention.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs. If a child needs to have a high level of one to one support then parental support may be requested to ensure the child's safety and enjoyment whilst on the trip.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions into school, between classes and leaving school as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs. This may include;

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

The feeder school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel and training.

Milton Keynes' Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Milton Keynes' Local Offer is available from the website

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/>

Oldbrook First School's Local Offer

The school offer can be found on the school website. It outlines in further detail the provision at Oldbrook School.

http://www.oldbrookschool.co.uk/documents/OldbrookFirstSchoolLocalOfferofSpecialEducationalNeedsandDisabilities_000.pdf

Janice Connolly

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SEND Cycle

Expected path if child continues to make poor progress and barriers to learning are not adequately dealt with through quality first teaching and limited targeted support.

A child can leave this process at any point if the barriers to their learning are overcome. Not all children will require top up funding or an EHCP. This is not the 'goal' of being on the SEND plan. Rather the goal is to address a child's needs as early and efficiently as possible to enable them to progress in line with their peers. For some children this will be a short catch up intervention to fill in gaps or embed a particular concept. Other children may require long term highly personalised support.

Strategies to remove barriers to learning and the assessment of these will take place throughout the following process.

