



SPECIAL EDUCATIONAL NEEDS POLICY

RESPONSIBLE PERSON(S):	CHIEF EXECUTIVE EXECUTIVE HEAD HEADS
CURRENT VERSION:	004
DATE APPROVED:	11/12/2020
REVIEW CYCLE:	ANNUALLY
NEXT REVIEW DATE:	DECEMBER 2021

REVIEW

The Board of Trustees have reviewed and agreed this policy in accordance with the legal requirements and/or recommendations of good practice.

Having agreed the policy, the Trustees undertake to review or amended the policy if the:

- Government or local authority, i.e. Oxfordshire County Council, produce new or revised regulations and/or guidance;
- Trust identifies and recommends changes which will serve to improve the policy, support the implementation of the policy and/or the related policy processes.

APPROVED BY THE BOARD OF TRUSTEES

Chair of Trustees: Jonathan Hopkins Signature: Jonathan Hopkins

Chief Executive: Dr Fiona Hammans Signature: Fiona Hammans

RESPONSIBLE BODY

Within this policy “responsible body” means the Trust and/or Trustees of the Abingdon Learning Trust. The responsible body will endeavour to ensure that the level of related training, support, financial and non-financial resources are adequate to fulfil the responsible body’s functions in respect of this policy.

The Trust delegates the implementation, monitoring and evaluation of the impact of this policy to the Local Academy Board of Rush Common School, and the Secondary Committee for Fitzharrys and John Mason Schools.

RESPONSIBLE PERSONS

The responsible persons accept the responsibility and accountability, delegated to them by the responsible body, and undertake to ensure adherence to, and the implementation of this policy and associated procedures and plans.

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ARRANGEMENTS WITH THE RESPONSIBLE BODY'S SCHOOLS

1.0 DEFINITION & AIMS

Definition

A pupil has special educational needs if they have a learning difficulty that calls for special educational provision to be made i.e. a provision different from or additional to that normally available to pupils the same age. We recognise that:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”(SEND 2014, 1.24)

Aims

The responsible body:

- strives to be an inclusive learning community based on the principle that a creative and personalised education is an entitlement for each pupil;
- recognises that each pupil has individual and unique needs;
- accepts that some pupils require more support than others;
- appreciates that the SEN code of practice (2014) and the government publication *Removing Barriers to achievement* (DfES, 2004d: para 2.1) identify causes of barriers to achievement and participation of pupils with SEN;
- endeavours to ensure that all school staff are able to identify such barriers within the classroom and throughout the school community and employ effective strategies to remove or minimise them.

In support of the above, the responsible body aims to:

- ensure that every teacher is committed to the success of every pupil;
- enable every pupil with the opportunity to experience success;
- identify and remove barriers to learning;
- promote individual confidence and resilience;
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate, with a broad and balanced curriculum;
- work collaboratively with pupils, teachers, parents and support services in securing progress and achievement for all our pupils;
- Identify, assess, record, and regularly review pupils' progress and needs using a graduated plan-do-review approach.

2.0 ROLES & RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to support pupils 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 SEN, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The responsible body, in co-operation with schools' Local Academy Boards/Secondary Board and Heads, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and each relevant local governance board has a member who takes interest in this aspect of their school.

2.1 **The Local Academy Board/Secondary Committee**

Ensure that the responsible body's Special Educational Needs policy is adhered to by the school's management and staff.

- Reports to parents on the implementation of the school's SEN policy through Annual Information Report to Parents
- Follows the Code of Practice for Special Educational Needs (2014)
- Is involved in the development and monitoring of the school's SEN policy.

2.2 **Head/Executive Head/Head of School**

Being the responsible person, the Head has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping local governance informed about SEN issues, working closely with the special educational needs co-ordinator.
- The deployment of all special educational needs personnel within the school.
- The overall responsibility for monitoring and reporting to the school's local governance committee about the implementation of the SEN policy and the effects of inclusion policies on the school as whole.

2.3 **Special Educational Needs Co-ordinator**

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating the provision for pupils with special educational needs, ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up pupil profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEN through the development of appropriate reporting procedures and, where possible, the use of the School's SEN parent forum. This is intended to ensure that parents and carers are aware of the strategies that are being used and are involved as partners in the process
- 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 pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, mock exams, teacher assessments etc
- Contributing to the in-service training of staff managing the Learning Support Team
- Developing and evaluating appropriate Wave Two and Wave Three interventions
- Evaluating the impact of Wave One quality first teaching through data analysis and classroom observations
- Liaising with the SENCoS in partner primary and secondary schools to help provide a smooth transition from one school to the other
- Taking part in County SEN moderation.

2.4 **SEN & Inclusion Administrator (if included in staffing structure)**

The SEN & Inclusion Administrator is responsible for:

- the day to day coordination of the teaching assistants
- providing administrative support for the SENCo in fulfilling statutory obligations around the management of Statements / EHCPs and the maintenance of the SEN register and SEN records

2.5 **Teachers & Form Tutors**

Teachers and Form Tutors are responsible for:

- Liaising with the SENCo on the SEN needs of their form group
- Enabling parents to raise concerns with the SENCo through good communication and the use of the SEN referral form
- Supporting the development of pupil profiles
- Being fully aware of the SEN needs of their form group
- Leading on specific pupils with SEN as key workers
- Ensuring that pupils with SEN in their classroom have opportunities to participate and achieve
- Being aware of the potential barriers to learning for the SEN pupils in their class
- Making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- Giving feedback to parents of pupils with SEN and supporting the development of pupil profiles and IEPs (or equivalent documents) through good communication with learning support staff during parent evenings
- Supporting the learning support department in the assessment of SEN pupils with statements / EHCPs through providing reports for annual review meetings
- Including teaching assistants in planning for the needs of pupil within their class
- Ensuring that where a teaching assistant is deployed within a class, they are used to enable the subject teacher to spend more time with the SEN pupil rather than less.

2.6 **Directors of Faculty/Heads of Department/Head of Phase**

Where schools have these posts, such persons are responsible for:

- Working with the SENCo to ensure that effective inclusive practice is promoted throughout their subject/age range
- Ensuring a faculty SEN representative attends meetings with the SENCo
- Ensuring faculties consider the use of TAs and HLTAs within their department so that SEN pupils are making accelerated progress

2.7 **Teaching Assistants**

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class, and can often teach small groups of pupils – for example small phonics groups, or social skills groups. They play an important role in delivering interventions both in class and elsewhere, supporting quality first in-class teaching, developing pupil profiles, IEPs and monitoring progress. They contribute to and lead review meetings in order to help pupils with SEN to gain access to a broad and balanced curriculum. Teaching Assistants should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedures for giving feedback to teachers about pupils' responses to teaching assistants and strategies.
- Maintain records of their support and interventions with pupils.

2.8 **Higher Level Teaching Assistants**

Higher Level Teaching Assistants should work as part of a faculty/department/phase with direction from the Director of Faculty/Department/Phase Leader in supporting pupils' individual needs, or nominated SLT member, and helping with inclusion of pupils with SEN within the subject/year. They play an important role in delivering specific programmes within their subject to support identified pupils with specific needs. Higher Level Teaching Assistants will work with the SENCo in delivering appropriate interventions.

2.9 **Lunchtime Supervisors**

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to social and emotional and communication issues for particular pupils.

3.0 **CO-ORDINATING & MANAGING PROVISION**

The responsible body's (the appropriate local governance committee) approach to co-ordinating and managing provision is founded upon:

- sharing of expertise is welcomed and encouraged
- special educational needs is a part of the school development plan
- SEN is an item on staff meeting agendas and additionally the SENCo may attend Heads of Department meetings to highlight SEN issues
- where applicable, each department has an SEN representative who meets with the SENCo
- the SENCO meets regularly and formally with teaching assistants to review progress

- the SENCO ensures that regular meetings are held, to review Pupil Profiles and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as is 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.

4.0 **ADMISSION ARRANGEMENTS**

The responsible body strives to enable its schools to be fully inclusive. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN and Disabilities, in accordance with the admissions policies.

5.0 **SPECIALISMS & SPECIAL FACILITIES**

Within the responsible body's schools:

- All teaching staff are experienced teachers who are able to teach pupils with SEN. Additional training for teachers and teaching assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum and inclusive strategies are employed for high incidence needs such as Dyslexia and Speech Language and Communication needs.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.
- Pupil 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. Where necessary, the responsible body endeavours to ensure:
 - that there are toilet facilities specifically designed for disabled pupils on the ground floor;
 - there are stair lifts and ramps.

IDENTIFICATION, ASSESSMENT & PROVISION

6.0 ALLOCATION OF RESOURCES

The Headteacher, SENCo and members of the local governance board of each school regularly monitor the needs of pupils 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 overall budget and additional funding relating to the specific needs of individual pupils in the school, received separately.

7.0 IDENTIFICATION, ASSESSMENT & REVIEW

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a cycle of assess, plan, do and review around the pupil. This cyclical approach involves regular review meetings in which interventions and additional support is wrapped around the pupil in accordance with need, and removed when no longer necessary.

A register is kept of pupils with SEN and made available electronically to staff. Pupils identified on this register may have persistent needs identified in accordance with the code of practice and local authority moderation criteria. Where concern is expressed that a pupil may have SEN, the class teacher and support staff take early action to assess and address the difficulties, a referral is made to the SENCo and appropriate action is taken. This action may include classroom observation to ensure that the pupil is experiencing good quality inclusive teaching.

The SENCo contacts the parent and a record of any intervention or assessment is kept by the school.

7.1 Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need:

- Communication and Interaction;
- Cognition and Learning, Behaviour;
- Emotional and Social Development, and
- Sensory and/or Physical.

Code of Practice needs	Categories
• Communication and interaction	• Language • Autistic spectrum condition (ASC)
• Cognition and learning	• Learning • Specific learning difficulties e.g. Dyslexia
• Social emotional & mental health difficulties	• SEMH • Anxiety, depression, ADHD
• Sensory and/or physical	• Hearing • Visual • Physical

7.2 Graduated Approach

If a pupil transferring to one the responsible body's schools has been identified as a pupil with additional needs, the SENCo will liaise with the parents and pupils prior to entry. A pupil profile will be developed alerting the teaching staff of potential barriers to learning. The school

will assess the level of need through screening (such as CAT and reading age) as well as making in-class observations through teaching assistants, teacher and SENCo in-class support.

7.3 Education Health Care Plan (EHCP)

A small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. Pupils who have been supported through the graduated approach but continue to have significant difficulties may benefit from an EHCP in which a range of educational and health care professionals can plan with the pupil and family an appropriate course of support and action.

7.4 Review

Reviews of pupils with SEN school support are normally carried out towards the end of a term. Pupils are fully involved. Parents are invited, but if they cannot attend, they may be asked for comments. Normally, teaching assistants are invited to provide brief written input prior to the meeting.

7.5 Annual Reviews

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

8.0 CURRICULUM ACCESS & INCLUSION

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted/adapted.

Sometimes it may be appropriate to withdraw a pupil, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to support behaviour, improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the school's curriculum and in their personal development.

9.0 EVALUATING SUCCESS

The responsible body encourages parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject/phase co-ordinators
- Analysis of pupil tracking data and test results, i.e. Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN local governor;
- The local governance board's Annual SEN Information Report to parents, which contains the required information about the implementation and success of the SEN Policy.
- monitoring of classroom practice by SENCO and subject/phase co-ordinators;
- analysis of pupil tracking data and test results for individual pupils and cohorts;
- value-added data for pupils on the SEN register;
- monitoring of procedures and practice;
- monitoring the quality of Pupil Profiles and review meetings;
- Schools' Improvement Plans.

10.0 **ARRANGEMENTS FOR COMPLAINTS (SEE COMPLAINTS POLICY)**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the teacher in the first instance. For a problem that might need time to explore fully, parents/carers should make an appointment. In the event of a formal complaint parents are advised to contact the Headteacher or a member of the school's local governance board, if they prefer. The Oxfordshire parent partnership service (SENDIASS) is available to offer advice.

PARTNERSHIP WITHIN & BEYOND THE SCHOOL

11.0 PARTNERSHIP WITH PARENTS

The responsible body's staff 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 form tutors 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 visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO.

The SEN Pupil/Parent forum is aimed to be held once a year to share developments and promote partnership. Oxfordshire parent partnership service (SENDIASS) provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of pupils 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 is available in schools, plus the responsible body's SEN Policy, information about the Code of Practice, the SEN Tribunal and how to contact the Local Authority. Parents are welcome to request any of these publications.

12.0 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years. The responsible body encourages pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to teaching assistants and teachers about their learning and individual reward systems.

13.0 LINKS WITH OTHER AGENCIES, ORGANISATIONS & SUPPORT SERVICES

The responsible body's schools are committed to working collaboratively with a wide range of not for profit education, health and social care organisations and professionals.

14.0 **LINKS WITH OTHER SCHOOLS & TRANSFER ARRANGEMENTS**

Transfer & Links With Other Schools

- SEN action records are transferred following agreed procedures.
- There are opportunities for pupils to visit their prospective primary or secondary school.
- Representatives from local secondary schools are available for consultation before the time for transfer.
- For pupils with an Education, Health and Care Plan, the pupil'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 the preceding Autumn Term.
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements or Education, Health and Care Plan for whom the particular school has been named.
- Procedures including CAF and TAC are in place to ensure smooth transitions.
- Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation

14.1 **Transfer Within The School**

Teachers liaise closely when pupils transfer to another class within the school. Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

15.0 **STAFF DEVELOPMENT & APPRAISAL**

The responsible body is committed to enabling school staff to acquire expertise in area of SEN and:

- there are regular training sessions for Teaching Assistants;
- SENCOs may attend the Abingdon Partnership SENCO support group meetings;
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within each school;
- the SENCO and other staff attend County meetings and other INSET when relevant.

END