



Braeside School

Special Education Needs and Disability (SEND) Policy

EYFS and Main School

Introduction

This policy is based on the Special Educational Needs and Disability Code of Practice 2015 and takes into account the Equality Act 2010 and the Children and Families Act 2014. It should be read alongside many other school policies such as the Teaching and Learning Policy, Behaviour Policy, Anti-Bullying Policy, Data Protection Policy, Admissions Policy, Safeguarding Children Policy and Gifted and Talented Policy.

Major Recommendations from the SEND Code of Practice 2015

- Education, Health and Care plans (EHC Plans) should be used to support children from birth-25 years.
- All children are closely monitored, and their progress tracked regularly throughout the year. Those with School Action Plans are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and/or physical needs.
- The School will work more closely with parents and children to take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- Parents should be invited to be involved in planning and reviewing SEND provision for their child.
- In line with the new SEND Code of Practice 2015, the School will provide SEND support according to the graduated approach, structured around a four stages cycle: 'assess, plan, do and review'.
- The School will continue to have high expectations of all our children and work with them to help them reach their full potential.

Defining SEND

The 2015 Code of Practice says that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she 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.

Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

The School recognises that the provision for pupils with special educational needs and disabilities (SEND) is the responsibility of the whole school and that all teachers are responsible for pupils with SEND.

Aims

Our aims are to:

- Promote inclusion by enabling all SEND pupils to have their needs met through high quality, suitably differentiated teaching

- Take into account the views of the pupils
- Encourage and promote good communication with parents
- Facilitate full access to a broad and balanced curriculum

We value all the children in our school equally and recognise the entitlement of each child to have their needs addressed. Within this caring and mutually supportive environment we aim to:

- Build on the strengths of the individual
- Foster a positive image
- Give equal access to all aspects of school life through social and practical experiences. This will allow success regardless of the Special Educational Needs, Disability or any other factors that may affect their attainment
- Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Education, Health and Care Plan and other resources/agencies available
- Ensure that all children are successful learners at a pace appropriate to their abilities and stage of development.

Objectives

Our objectives are to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also Curriculum and Assessment policies)
- Ensure that every child experiences success in their learning and achieves their highest possible standard
- Enable all children to participate in lessons fully and effectively
- Value and encourage the contribution of all children to the life of the school
- Work in partnership with parents
- Work with the Principal to enable him to fulfil his statutory monitoring role with regard to SEND
- Work closely with external support agencies, where appropriate, to support the needs of individual pupils
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Admissions

All children are admitted to the School according to the School's admissions criteria, set out clearly in the Admissions Policy.

Equal treatment

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our School Community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status. We expect all of our pupils to attend our church services and school assemblies.

Implementation

The implementation of the Special Educational Needs Policy is the responsibility of the whole School.

The role of the Special Educational Needs and Disabilities Coordinator (SENDCo) is to:

- Inform parents as soon as is practical if they consider a pupil to have special educational needs
- Advise on the special educational provision for any pupil that requires it
- Monitor the effectiveness of any special educational provision made for the pupil
- Engage with support services outside the school when required
- Ensure that records of the pupil's special educational needs and the provision made to meet those needs are maintained and kept up-to-date
- Liaise with and provide information to parents of the pupils on a regular basis about the child's special educational needs and the provision being made for those needs
- Arrange reviews and monitor the provision for children with an Education Health and Care Plan.
- Assess pupils, write and review Individual Learning Plans on a regular basis for children identified as needing additional one-to-one targeted teaching, with agreement by parents.
- When a pupil transfers to another school or educational setting, make available all relevant information about the child's special educational needs and the provision made to meet those needs
- Promote the pupil's inclusion in the school community and ensure access to the School's curriculum, facilities and extra-curricular activities
- Support the selection, supervision and training of the Teaching Assistants who work with pupils who have special educational needs
- Manage the Learning Support team
- Administer or arrange diagnostic tests as required
- Advise teachers at the School about differentiated teaching methods appropriate for individual pupils with special educational needs
- Contribute to in-service training for teachers at the School relevant to special educational needs.
- The SENDCo for the school (EYFS, Juniors and Seniors) is Mrs Chloe Moon.

The role of the Headmistress is to:

- Modify the curriculum for a pupil with SEND if necessary
- Ensure that the School's curricular guidelines include provision for those identified as having SEND
- Monitor the SENDCo's handling of the provision for pupils with SEND
- Report regularly to the Principals on SEND matters

The role of the Group Managing Principal is to:

- Have a statutory overall responsibility for the necessary educational provision for any pupil with SEND
- Ensure that the SEND Policy is updated regularly in accordance with the various Acts.
- Be responsible for allocating finance for staff and resources for SEND
- Delegate responsibility via the Head, Senior Leadership Team and SENDCo while at the same time monitoring the work of the school on the pupil's behalf

SEND at The Oak-Tree Group of Schools

A proportion of our pupils have SENS (SEN support) or EHC Plans. All teachers should expect to have children with SEND in their classes. Types of SEND that we may experience at Oaklands include children with a diagnosis as well as those with learning profiles consistent with the diagnosis and they would be in the following categories:

Communication and Interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired,

Medical Needs

- Epilepsy, bowel disorders and diabetes

Disability and Special Educational Needs

Treating every child as an individual is important to us, and we welcome pupils with special educational needs and disabilities providing our staff can offer them the support that they require. We do not, however, have the facilities or resources to offer highly specialised or intensive support.

The School currently has limited facilities for the disabled. However, the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

Disclosure

The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with written evidence prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, the School may be able to provide an examination paper in large font for a visually impaired pupil. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the child to continue at the School.

We expect parents to disclose information about any issue that might arise during a child's time at the school, which could have an adverse effect on the child's learning and ability to access the curriculum, both in the short and long term. Examples of this include ear infections, speech and language difficulties, visual impairments, and mobility or coordination issues. All the relevant certified professional reports will need to be sent to the SENDCo, so that reasonable adjustments can be put in place to support the child effectively.

Reasonable Adjustments

The School will make reasonable adjustments to ensure barriers to learning are removed and pupils with SEND are not treated less favourably than their peers during the course of their education with us. Our admissions process, our discipline style (see Behaviour Policy) and other procedures, such as trips and visits, all take account of pupils' needs.

When considering whether it would be reasonable to make adjustments for pupils, the School will take into consideration the following factors:

- Whether it would overcome the substantial disadvantage the child with the disability is suffering;
- The practicality of the adjustment;
- The effect of the disability on the pupil;
- The cost of the proposed adjustment;
- The School's resources;
- Health and safety requirements;
- The effect of the adjustments on the pupil's day-to-day learning and ability to access the School's curriculum;
- The interest and development of the other pupils' potential and educational achievement

Any proposed adjustments will need to be discussed and agreed with the SENDCo, the Headmistress and the Group Managing Principal.

Facilities

The School's Accessibility Plan provides in-depth details of the School's accessibility for disabled pupils. The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School.

Allocation of Resources

A proportion of the School's budget is allocated for SEND resources, which include materials used to support children with identified special educational need. The provision of additional support is made from the devolved SEND budget. SEND resources and provision are developed and procured in-line with the priorities stated in the School Improvement Plan.

Identification

Early identification and intervention is of vital importance to a child's later development and progress. Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored by the class teacher through regular formative and summative assessment. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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
- Where children are identified as not making progress in spite of additional support within the classroom by the teacher or Teaching Assistant, they are discussed with the SENDCo and a plan of action is agreed.
- The child is placed in an Intervention group/s for at least 6 weeks and observational notes are made by the teacher and TA.
- If concerns regarding lack of progress still exist after 6 weeks, a Record of Concern form is completed and the child is placed on the SEND Monitor List.

- During the next period of approx. 6 weeks, the SENDCo observes the child at work, meets with the teaching staff to discuss the child's targets, initiates new strategies for support and sets a new review date.
- At the Review meeting, the SENDCo and staff decide whether the class intervention is working or that a specific SEND assessment conducted by a member of the SEN department is required with parental agreement.
- Depending on the outcome of the assessment, the SEN staff may offer weekly 1:1 session/s for the child and complete an ILP.
- At some point it may be decided that a specialist diagnostic assessment for a specific area of SEN is needed for the child. This is usually conducted by an outside professional specialist.
- If a specialist diagnosis is made, the child is placed on the school's SEND register.
- This system results in three 'registers' existing within the School's SEND provision:
 - SEND register
 - SEN 1:1 register
 - SEN Monitor register

The school has access to specialist staff who are qualified to undertake a variety of standardised tests with children in order to produce assessment reports. In addition, depending on the learning difficulty, the school has access to other qualified professionals within the Oak-Tree Group of Schools to administer the tests required.

These assessments are used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify areas of special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to seek specialist advice where a diagnosis is required. The School is sometimes able to accommodate external professionals to run their diagnostic assessments on the School premises, depending on the nature and length of the assessment.

The SEND Code of Practice: 0-25 years (DfE/DoH 2015) limits the lifespan of all specialist reports to 2 years. To remain valid, all specialist reports must be reviewed and updated every 2 years.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by additional class or parental support.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher and/or SENDCo will invite the parents to a meeting to either:

- inform them that their child is receiving additional support in the classroom and/or attending Intervention booster groups or
- offer the parents weekly 1:1 session/s with a member of the SEN department or
- formally let them know that their child is being placed on the SEND register or
- discuss assessments that have been completed or
- agree an Individual Learning Plan and provision for the next term, which may involve in the future the possibility of organising the completion of an Education Health and Care Plan.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2015. Depending on their age, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Partnership with Parents

We believe that parents have an essential role in enabling children with SEND to make progress, become successful learners, confident, self-assured and independent children. Children's learning is more effective if parents are fully involved. The class teacher/support teacher and SENDCo will hold regular reviews to discuss the child's progress and set new targets. Parents will be sent a copy and be invited to comment.

The following aims will be observed:

- The School aims to work in partnership with parents. We will make this a priority in-line with the SEND Code of Practice. We will work to enable and empower parents to ensure they have a voice in the education of their child.
- Parents will be notified early if we have any concerns regarding SEND.
- We will listen to the views of parents and to any issues that are brought forward for discussion.
- We will share information with parents in informal conversations and planned meetings as well as maintaining dialogue through the pupil planner if appropriate.
- Parents will be invited to review meetings to discuss their child's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the child both in school and at home.
- Parents will be able to bring a friend/relative to review meetings if they wish to do so.
- We respect the different perspectives of all parties concerned with children identified as having SEND. We will seek constructive ways to reconcile differing viewpoints.
- We respect that parents may have differing needs and/or disabilities. We aim to provide all information to parents through an appropriate media and at an appropriate level.

Nature of Intervention

Intervention may include:

- Different learning materials or special equipment
- Extra adult time to devise the nature of the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA/NHS services for occasional advice on strategies
- Some group or individual support

Inclusion and Provision of Support

Children with SEND should generally take part in their classrooms with their peers (with group or individual support where appropriate) but separate provisions may be necessary for specific purposes. This may include:

- Small group withdrawal (Intervention groups)
- Targeted teaching to address concepts that have been only partially understood
- Teaching Assistants targeting specific individuals or small groups within the class under the direction of the teacher

Care Plan

The Care Plan will include information about:

- The teaching strategies used
- Realistic and challenging targets for the child to achieve a specified time frame
- The provisions to be put in place

- Review date
- Outcomes

The Care Plan will record action that is designed to support the child's individual needs to enable them to successfully access the curriculum. The ILP will be regularly reviewed and parents' views will be sought. Wherever possible, the child will take part in the review process and be involved in setting targets.

The child with an Care Plan is likely to exhibit some of the following characteristics:

- Has continued to make little or no progress in specific areas over a long period, despite receiving differentiated learning opportunities
- Continues working at National Curriculum levels substantially below what is expected of a child of a similar age
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by the specialist services.
- Has been diagnosed with dyslexia, is receiving dyslexia tuition within school and is not making the expected level of progress.
- Has sensory or physical difficulties, and continues to make little or no progress
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases, an outside professional may already be involved with the child. The School will endeavour to liaise with these professionals to ensure continuity of provision in school. Parents will always be consulted and kept informed of any action taken to help the child.

Education Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, referred to as an Education, Health and Care Plan (EHCP), which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Send Team
- Social Care
- Health Professionals
- Specialist diagnostic assessments

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The local authority retains legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. The day to day practical responsibility of making provision rests with the school. It is the responsibility of the local authority to review the EHC plan. The School will cooperate with the review process.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

An annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the Local Authority, and the process brings together all the professionals involved to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting.

A review meeting might recommend amendments if:

- Significant new evidence has emerged which is not previously recorded.
- Significant needs previously recorded on the EHCP are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Early Years Foundation Stage

In the Early Years Foundation Stage the government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage/Reception year. The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs through:

- Planning opportunities, which build upon and extend pupils knowledge, experience and interests, and develop their self-esteem and confidence. These include the four areas of need: communication and interaction; cognition and learning; social emotional and mental health; sensory and/or physical needs.
- Using a wide range of teaching strategies based on pupils' learning needs;
- Providing a wide range of opportunities to motivate and support pupils, and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all pupils is valued; using resources which reflect diversity and are free from discrimination and stereotyping;

- Planning challenging activities for pupils whose ability and understanding are in advance of their language and communication skills; monitoring pupils' progress and taking action to provide support as necessary.

Our staff continually observe, assess and monitor children's progress through both formal and informal evaluations. Daily observations take place inside and outside the classroom and planning is amended in order to reflect the abilities and progress levels of the children. Children will progress at different rates but the key for the need for action is evidence that a child is not making adequate progress.

If a child appears to be behind expected levels, the methodology outlined in the *SEND Code 2015* for gathering information and seeking "Early help" (see Working Together may be used. The cycle of action: assess/plan/do/review, will be used to create a graduated response to needs

Where a child is not making adequate progress, it may be necessary to use alternative approaches. If, despite this intervention, the child does not make adequate progress, the child will be identified as having SEND and further intervention will take place.

If the child already has an identified SEND, then the records will be passed on when the child starts school. The SENDCo, class teacher and support staff will use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and to ensure adequate progress within the class
- Identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences, to inform the basis for the planning of the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

SEN Support is put in place for children requiring intervention or 1:1 support. This includes setting clear targets for progress, agreeing with parents what support should be provided and tracking how it is working. A one-page-profile may be suggested by the SENDCo as information about the child's strengths and the support he/she needs from adults.

If necessary, the school may seek external help of specialists or request an EHC assessment. Decisions to involve external specialists will be taken in discussion with parents. Parents are informed if their child is receiving SEN support.

Links with outside agencies

The School maintains links with support agencies and other professionals. These can include:

- Educational Psychologist
- Educational Welfare Officer
- Speech and Language Therapist
- School nurse
- Local Authority/NHS advisor
- Local Authority SENDCo for EYFS
- Child and Family Services
- Social Services
- Specialist Dyslexia Services

The Oak-Tree Schools' Local Offer (EYFS)

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in our schools. Each school's Local Offer (EYFS) is available on the website.

Evaluation of SEND Policy

The Principal, Headmistress and SENDCo will consider the effectiveness and practicalities of the SEND Policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the SEND Improvement Plan, and the School Improvement Plan if whole school issues are identified.