

OYSTER PARK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND ACCESSIBILITY POLICY

Date of last review	September 2017
Date of next review	September 2018

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Aims

At Oyster Park Primary we believe all children are special individuals. Oyster Park Primary School strives to be a fully inclusive school and does not discriminate against children on the grounds of academic ability, physical ability, gender or ethnic origin. As a result in this school we support children with a range of special educational needs and disabilities.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEN and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all members of staff who work with children in our school are aware of the procedures for identifying additional needs and are inclusive in their teaching of all children in their class;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs and/or disabilities.

Definition of Special Educational Needs

A child or young person has Special Educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs.

For example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

(SEND Code of Practice, 2014. P97/98)

Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Identification of Special Educational Needs

Quality First Teaching

There is an ongoing dialogue between teachers and the SENCO. Discussions provide an opportunity for teachers to discuss the progress of any children in their class who may need further support or who are falling significantly outside of the range of expected academic achievement in line with Age Related Expectations. Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leadership Team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- a) Once a child has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the child in class and/or carry out a more detailed assessment of the child's needs.

- d) Through (b) and (c) it can be determined which provision the child will need going forward.
- e) If a child has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEN support. The 'pathway' to SEN support can be found in the appendices section. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. If a child has a high level of need or receives extra funding from the Local Authority, clear, achievable targets will be set and recorded on a My Support Plan and/or One Page Profile. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. This review will be recorded on the class Provision Map or, if applicable, a child's My Support Plan or One Page Profile. A My Support Plan or One Page Profile review will also take account of the views of the child and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

A child may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, Educational Psychologist etc. A referral will be made, with parental consent and forwarded to the most appropriate agency.

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required.

Roles and Responsibilities

SENCO's Role

Currently the SENCO is Mrs Bodycombe who has gained the qualification National Award for SEN Coordination. The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing day to day operation of the SEN policy;
- managing individual child records;
- checking class/group provision maps;
- regularly updating the SEN register;
- coordinating and overseeing provision for children with SEN;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress, writing and reviewing One Page Profiles and My support Plans;
- liaising with designated teacher where a Looked-after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- liaising with other education settings and outside agencies;
- liaising with potential next providers of education;
- ensuring that SEN records are up to date;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

Class Teachers

Teachers are responsible and accountable for the progress and development of the children in their class, including children who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have SEN. Teachers should have high aspirations for every child. With advice and support from the SENCO, class teachers are responsible for producing and reviewing class/group Provision Maps, One Page Profiles and My Support Plans as directed and supported by the SENCO. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- Oyster Park Primary School's SEN Policy;
- SEN Code of Practice (2014);
- information on individual pupil's Special Educational Needs and/or Disabilities, including pupil records, outside agency reports, targets set and copies of Provision Maps, One Page Profiles and My Support Plans;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information available through Wakefield's Local Offer at:

<http://www.wakefield.gov.uk/residents/schools-and-children/special-education-needs-sen/local-offer>

In this way, every staff member will have complete and up-to-date information about all children with additional needs and their requirements, which will enable them to provide for the individual needs of all children. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Headteacher

It is the Headteacher's responsibility to;

- ensure that the SENCO is able to influence strategic decisions about SEN;
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child;

- Ensure a process is in place for involving parents and children in reviewing provision and planning for children identified with SEN.

Governors

The governing body must ensure that:

- the necessary provision is made for any child who has special educational needs;
- where the SENCO, the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- the Special Educational Needs Code of Practice (2014) is adhered to when carrying out its duties towards all children with special educational needs, providing strategic support to the Headteacher;
- the SEN policy is published on the school website;
- a qualified teacher is designated as SENCO;
- arrangements are in place to support children with medical conditions;
- information regarding the arrangements for the admission of disabled children is published, including the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- the name of the person responsible for co-ordinating SEN provision is published in the school prospectus;

Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN policy and all other statutory policies as defined by the DfE.

Supporting children and families

At Oyster Park Primary, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- continuing social and academic progress of children with SEND;
- personal and academic targets are set and met effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher;
- liaison with the Senior Leadership Team;
- parents evenings;
- discussions with the SENCO or other professionals;
- the One Page Profile and My Support Plan write and review process.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Supporting children with medical needs

At Oyster Park Primary we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Evaluating the success of provision

Pupil progress will be monitored on a half termly basis in line with the SEN Code of Practice.

The success of SEN provision and interventions for children on the SEN register are recorded on group Provision Maps or a One Page Profile, which is updated on a half termly basis. This helps to identify the effectiveness of provision.

CPD

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of children with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate.

The SENCO regularly attends relevant SEN courses and network meetings disseminating relevant information to staff and the Headteacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. Please refer to the school's Complaint Procedure for further information;

ACCESSIBILITY POLICY

Oyster Park Primary School is committed to providing an accessible environment which values and includes all children, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all children, staff and visitors to the school.

The Equality Act 2010 replaced all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and extended protection from discrimination. It is unlawful for Oyster Park Primary School to discriminate against a person by treating them less favourably because of a 'protected characteristic' (as defined below).

The Public Sector Equality Duty, which is part of the Equality Act, came into force on 6 April 2011. It requires all public bodies, including schools, when carrying out their day to day work, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. This includes children and staff.

Statutory Requirements: The Specific Duties

Oyster Park Primary School has a duty to make reasonable adjustments for children with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other children then the school must take reasonable adjustments to try and reduce/remove the disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features, because this is already considered as part of their planning duties

Definitions

Protected Characteristics – It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to children
- The way children are able to access any benefit, facility or service
- Excluding a child or subjecting them to any other detriment

Disability – When a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. Some specified medical conditions, such as HIV, multiple sclerosis and some cancers are considered as disabilities, regardless of their effect.

Long Term Disability – Is defined as lasting, or likely to last, for at least 12 months.

Disability Special Provision – We will treat disabled children more favourably than non-disabled children by making reasonable adjustments to put them on a more level footing with children without disabilities, either through reasonable practices or auxiliary aids and services.

Reasonable Adjustments – Factors we may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other children, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will be a factor in determining what is reasonable. For instance, a small rural primary school may not be able to provide specialised IT equipment for any disabled children who may need it, but a much larger school might reasonably be expected to.

We will generally try to ensure that disabled children can play as full a part as possible in school life and the reasonable adjustments duty will help support this. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on our other children and, therefore, would not be reasonable. For example, if we put on a geology field trip which necessarily involved climbing and walking over rough ground, we would fully consider alternatives to accommodate a disabled pupil in a wheelchair. However, after it had been determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved safely, we would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

Many children with a disability will have an EHCP and auxiliary aids and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP does not provide the necessary aid), then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Accessibility Plan – This is implemented to ensure that:

- the extent to which disabled children can participate in the curriculum is increased
- the physical environment of the school is improved to enable disabled children to take better advantage of education, benefits, facilities and services provided

Parents – Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff – This includes teaching and non-teaching staff of the school.

Responsibilities

The Accessibility Policy (and separate Accessibility Plan) is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating Disability, of the Equality Act 2010.

Governors are accountable for ensuring:

- Implementation of the policy and plan
- That regard is given to the need to provide adequate resources for the implementation of the policy and plan
- Regular review and reporting on progress of the policy and plan's implementation is undertaken

The Head Teacher is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the Accessibility Plan in this policy
- Making sure that equality and access plans are readily available and that the Governors, staff, children, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the implementation of this policy and plan
- Taking appropriate action in cases of discrimination

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contractors are responsible for following the Accessibility Policy.

Admission arrangements

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010.

Transition arrangements

Many strategies are in place to enable a child's smooth transition to and from Oyster Park Primary School as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- all children attend a transition session where they spend some time with their new class teacher;
- additional visits are also arranged for children who need extra time in their new school/class;
- The Senior Leadership Team are always willing to meet parents/carers prior to their child joining the school;
- Mrs Bodycombe liaises with the SENCOs from the secondary schools to pass on information regarding children with SEND.

Funding

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the SENCO or Headteacher who then scrutinise such requests. Children who receive additional funding from the Local Authority are reviewed annually as stated in their EHCP. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who ultimately make such allocations.