

The James Oglethorpe Primary School

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES



Policy Review Date	July 2017
Date of next Review	July 2018
Approved by Governing body	
Name:	Signed:
Role:	Date:

The James Oglethorpe Primary School

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;

- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEN governor or committee of governors taking the lead, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEN provision and the Accessibility Plan. S/he will work closely with the school's SEN coordinator (SENCo/Inclusion Manager) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. S/he will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo/Inclusion Manager achieves the statutory requirements for the performance of his/her duties.

SENCo:Fiona Moore

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. S/he will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEN by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

See Appendix 1 for SENCo Job description

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person: Fiona Moore

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform Fiona Moore who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to attend the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCo/Inclusion Manager will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

SPECIAL FACILITIES

See school's Accessibility Plan

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN Support)

SEN Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- 1) An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the staff team or SENCo/Inclusion Manager identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working and ability.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - makes little or no progress
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought. (Note: this may be the class teacher, SENCo/Inclusion Manager, etc.)
- 4) All information about the pupil from within the school, together with any additional information from the parents will be considered.
- 5) The SENCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCo will facilitate the collection of all available information about the pupil. Information will be collected from;
 - Within the school, using existing systems and identified key staff working in the child's team or across the school
 - Progress tracking information
 - Parents/carers and the pupil
- 7) The SENCo will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's subject and pastoral teachers will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENCo will co-ordinate the planning of an Individual Plan (IP) and set targets in discussion with appropriate staff, the child or young person and parents.

- 10) All staff will be involved in providing further help to pupils. (Note: For this reason the arrangements for recording IPs should be planned and agreed with all staff and endorsed by senior management.)
- 11) The IP will be discussed with the pupil and parents.
- 12) The IP will be reviewed on a termly basis.
- 13) The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IPs will reflect strategies to meet their needs and show a graduated response to those needs
- 14) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCo/Inclusion Manager in consultation with teaching staff, parents and pupil.
- 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.
- 16) Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils)
- 17) If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age
 - continues to have difficulty in developing literacy and numeracy skills
 - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
 - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
 - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
 - is receiving at least £6000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child

- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

- 1) The Head Teacher/SENCo will implement the recommendations
- 2) Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENCo/Inclusion Manager will seek;
 - written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
 - the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCo/Inclusion Manager or representatives from colleges/sixth form colleges etc.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review planning for the transfer to secondary school will be undertaken.

Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo/Inclusion Manager or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

As staff get to know the parents of pupils with SEN they will encourage and support them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEN matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

LEAVING SCHOOL

When a pupil leaves the school, the SENCo/Inclusion Manager will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCo will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

COMPLAINTS

If you have any complaint about the Special Educational Provision we make for your child you should address that to the Head Teacher or SENCo/Inclusion Manager in the first instance. Your complaint will be investigated and you will be contacted as soon as possible afterwards. If the matter has not been resolved to your satisfaction, you can ask for it to be referred to the **Chair of the Governing Body** who will consider the complaint, investigate and contact you soon after to resolve the issue.

MONITORING AND EVALUATION

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEN Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEN Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEN INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.haverling.gov.uk/directory

The James Oglethorpe Primary School

Job title:	Special Educational Needs Coordinator (SENCO)
Grade:	Teacher's Main Scale plus TLR 2a
Staff managed:	General supervision of small team of Learning Support Assistants

Job purpose and content

A SENCO is responsible for the efficient and effective implementation of the schools' policy on special education needs and for making sure that provision is made to meet the needs of pupils. The SENCO may manage and organise learning support and ensures access to the curriculum that is effective and inclusive.

The SENCO is responsible for ensuring the quality and consistency of provision and this role includes observation and monitoring, training and continuing professional development. The SENCO will be responsible for making sure statutory obligations are met (where relevant) and for the management of information, resources and budgets.

The scope of the work may vary according to local needs and priorities and the span of responsibilities may be subject to change.

Principal duties and responsibilities

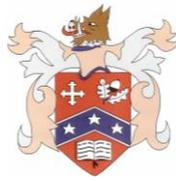
The professional responsibilities and duties of a teacher are set out in detail in the Schoolteachers Pay and Conditions Document, which is varied from time to time, and any or all of those duties may be required of the postholder. In addition to the main responsibilities of a schoolteacher, and subject to the direction of the headteacher, a SENCO may be responsible for:

1. Implementing, monitoring and reviewing the school's SEN policy and overseeing the day-to-day operation of the policy. This may include contributing to the school development plan, working with the senior leadership team to keep policy and practice up to date, and reporting to governors (including the lead governor for SEN where relevant)
2. Coordinating provision for children and young people with special educational needs, a disability or additional needs. The SENCO is responsible for provision management - identifying interventions, appropriate strategies, resources and ensuring access to the provision offered – and for making sure that any provision meets the needs of children and young people effectively
3. Managing, monitoring and reporting upon relevant budgets using the agreed processes and procedures of the school and in accordance with the financial regulations
4. Collaborating with and advising school staff to develop their skills, expertise and professional practice. This includes supporting staff to identify additional needs, develop plans and interventions.
5. Maintaining up to date information about pupils with additional needs to track, monitor and account for provision
6. Ensuring high quality learning for all, including Wave 1 provision, and for early identification and intervention of any additional needs.

7. Supporting staff in planning differentiation to enable access to the curriculum for children and young people with additional needs. The SENCO is responsible for observing lessons, giving feedback to teaching and support staff and for planning/changing provision as necessary.
8. Undertaking assessments, reviewing progress and interpreting data. The SENCO is responsible for analyzing and evaluating trends in data and predicting areas for development and support, and may contribute to the Census data.
9. Overseeing the records of children and young people with special education needs, disabilities or additional needs. The SENCO is responsible for working with staff to write advice for Statutory Assessment and validation of hours of support. The SENCO may contribute to Personal Education Plans for Children in Care (formerly Looked after Children) with special education needs, disabilities or additional needs.
10. Managing learning support teams and ensuring that staff are deployed according to the needs of children and young people. This responsibility includes induction, professional development and performance management. The SENCO may also provide training for support staff to enable them to deliver appropriate interventions and Wave 3 provision.
11. Transition planning: entry to school, transition from foundation to KS1, KS1 to KS2, and KS2 to secondary. The SENCO is responsible for ensuring the school meets its statutory "anticipatory duty" under the Disability Discrimination Act by planning the provision to meet the potential pupils with diverse/complex disabilities in advance. The SENCO works with feeder settings/schools and attends transition review meetings. Secondary SENCOs work with Connexions and colleges to plan future transitions and inform transition review meetings in year 9.
12. Organising and delivering INSET to all staff to ensure that they are aware of current legislation and guidance. The SENCO assesses and evaluates the impact of INSET on the practice and professional development of teaching and support staff.
13. Working with, and supporting, parents/carers of children and young people with additional needs. This includes, organising the review process and leading Annual Reviews, meetings with parents/carers, facilitating appropriate home school learning and ensuring that the voices of the parent/carer and pupil are heard.
14. Contributing to the school's Disability Equality Scheme and in writing and reviewing the action plan.
15. Collaborating with external agencies, collating information, coordinating multi-agency meetings and ensuring agreed action is completed and reviewed. The SENCO will contribute to the CAF (Common Assessment Framework) and may have responsibility as the lead professional in the school.
16. The management of specific impairments including visual impairment, hearing impairment, physical/medical conditions, Speech and Language, ASD and Social Communication. The SENCO is responsible for contacting the appropriate outside agencies, implementing advice and programmes, organising INSET and training and monitoring progress.
17. The management and day-to-day supervision of on-site specialist units.

Notes:

1. The authority expects its employees to work flexibly within the framework of the duties and responsibilities specified above. The post holder may be expected to carry out work that is not specified in the job description but which is within the scope of the duties and responsibilities.
2. This job description will be subject to review with the post holder after one year and may then be reviewed from time to time.



The James Oglethorpe Primary School

Special Educational Needs Coordinator

Skills and abilities	Essential	Desirable	Assessed by
The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies	✓		Interview
Communication skills, oral, written and presentational	✓		Application & interview
Ability to recognise the characteristics of well planned, organised and differentiated lessons	✓		Application & interview
Proficiency in the use of ICT and the software programmes for inclusive learning		✓	Application
The ability to deliver INSET across the different staff groups in the school	✓		Application & interview
The ability to manage and account for budgets		✓	Application & interview
The ability to manage relevant information and data for purposes of recording, target setting, monitoring, evaluation and reporting	✓		Application and interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application and interview
Knowledge			
Up to date knowledge about legislation and national and specialist guidance and information	✓		Application
Systems for identifying, reviewing and assessing special educational needs, disabilities and additional needs	✓		Application and interview
How to manage and supervise teams of school support staff	✓		Interview
How children and young people learn, develop and progress through life stages and events	✓		Application and interview
How ICT can be used effectively to motivate children to learn and access the curriculum	✓		Interview
Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		Application and interview
How to manage equalities and inclusion policies and how these are implemented in schools	✓		Application and interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application and interview
Qualifications and experience			
Qualified Teacher Status	✓		Evidence of qualification
Successful teaching experience or a Fast Track progression route	✓		Application
SEN qualification		✓	Application
Post threshold teacher status		✓	Application
Evidence of continuing professional development	✓		Application