

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Special Needs Coordinator (SENCo): Miss Amanda McArdle : SENCO@oldfieldprimary.com

Special Needs Governor: Mrs Vivien Williams

At Oldfield Primary school, our motto is “It’s fun to learn” and we believe that all children, including those identified as having Special Education Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. Our aim is to enable every individual, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners, to develop a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she, has a significant greater difficulty in learning than the majority of others 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. *(2014 SEND Code of Practice: 0-25 Years)*.

The Code of Practice then goes on to describe four main categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

Disability Means: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which had a long-term and substantial effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Policy Objectives

At Oldfield the SEND Policy is one of Inclusion. We believe our aim is to personalise learning for all children. We strive to make our teaching more innovative and responsive to the diverse needs of every child, and to help each child including those with Special Educational Needs or Medical Conditions to achieve their full potential.

The aims of our special educational needs and disability policy and practice at Oldfield school are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To enable every child to feel and be successful with their learning and develop

their self-esteem.

- To enable all children to participate in lessons fully and effectively.
 - To regularly evaluate and reassess each child's progress, monitor and redefine goals using school provision maps.
 - To listen to the views and concerns of parents by working in partnership.
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- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To work with the schools SEND governor in ensuring the best outcomes for our pupils.

We regularly review: -

- Groupings of children
- Our teaching styles

The accessibility to curriculum materials for all children

The role of the Special Educational Needs Coordinator (SENDCo)

The SENCo is Miss Amanda McArdle who has achieved the 'National Award for Special Educational Needs Coordination'. The SEND governor is Mrs Vivian Williams.

The responsibilities include:

- Over seeing the day-to-day operation of the school's SEN policy
- Assessing, planning and monitoring the progress of children with additional needs
- Liaison with outside agencies
- Supporting class teachers to identify and overcome potential barriers to learning
- Maintaining the school's SEN register and overseeing the records of children with SEN
- Liaising with parents
- Providing training and support for teachers and TA's
- Co-ordinating provision for children with SEN.

SEND provision at Oldfield

All our teachers are trained to work with children with SEND and all have access to information, resources and training to teach them effectively.

Our TA's and Higher Level Teaching Assistants (HLTA) have training and expertise in various areas and specific interventions.

We also have access to specialist help for example Speech and Language therapists, Educational Psychologists and Autism outreach advisors.

Further details of our SEND provision can be found in our Local Offers via the RBWM website or our website.

Identifying children with additional needs

Children with SEND will be identified at the earliest possible opportunity and assessed through various assessments and observations.

The stages of identification are:

- Class teacher raises concerns with a pupils learning/development
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Pupil requires interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- Class teacher and SENCo monitor progress made from the interventions on the school provision map.

If it is felt that the pupils require specialist advice, the following actions take place:

- SENCo to hold a meeting with parents to discuss outside agency support.
- Outside specialist provide advice/support.
- New strategies are put in place.
- Child put on SEN register.
- SENCo to monitor review actions.

Progress will be regularly monitored and recorded. At any time within their education a child may be identified as having special educational needs. Provision will be provided using the 'assess, plan, do, review' approach as outlined in the Code of Practice 2014.

Moving to an EHCP (Education, Health and Care Plan)

For a very small percentage of pupils, who continue to make limited progress, in spite of high quality, targeted support, we may apply for the pupil to be assessed for an Education, Health and Care plan. We apply for an EHCP through the local authority if the pupil's achievements are such that they would benefit from even more support than the school can provide from its own resources. At this stage the following information will be provided by the school:

- Provision maps for the pupil
- Records of regular reviews and their outcome
- The child's health, including medical history where relevant
- National curriculum attainment
- Educational or other assessments
- Views of the parent and pupil
- Involvement of other professional
- Any involvement by social service or educational welfare service.

Working with parents/carers

- If parents have a concern relating to their child's learning then please initially discuss these with their child's teacher. This then may result in a referral to the school SENCo whose name is Miss Amanda McArdle and can be contacted at SENCO@oldfieldprimary.com.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more

- appropriate.
- All parents will be listened to. Their views and the aspirations for their child will be central to the assessment and provision that is provided by the school.

Supporting pupils at school with a medical condition

Oldfield Primary school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have SEN and may have an EHCP which brings together health and social care needs, as well as their SEN provision. This may also include personal care plans or intimate care plans.

Access to extra-curricular activities

All of our children have equal access to before school and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet with the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Transition

Transition can be difficult for children and parents as they move to a new class or school and we will do all we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include additional visits to the class or school, a transition booklet with photographs of key people and places and additional meeting with the class teacher and supporting adults. The Year 6 teachers will meet with the new schools to discuss the children and to ensure that the needs of those with SEND are discussed.

Once you have chosen which secondary school your child will attend (in the case of a child with a statement or an EHCP this may be in Year 5), we liaise with the school in question. Staff are invited to a transition review and also have the chance to meet your child.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The SEN governor meets with the SENCo during the academic year to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are heard through the school's complaints procedure.

Royal Borough of Windsor and Maidenhead Local Offer

The RBWM website hosts the local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. It is available from <https://rbwm.afcinfo.org.uk/>

Support services for parents of pupils with SEN include:

- The Information Advice Service (IAS) Service for Windsor and Maidenhead (formerly known as the Parent Partnership service) and can be found at <http://www.ias-rbwm.co.uk>. They offer independent advice and support to parents and carers of all children and young people with SEND.
- IAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with Local Authority or school responses to SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
- Further information may be found at <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/appealing-decisions-concerns-complaints-and-feedback>
- Or <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
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