



NORTH KIDLINGTON SCHOOL

SPECIAL NEEDS

A POLICY STATEMENT

This policy has been written in line with the expectations and guidelines of the New Special Educational Needs and Disabilities Code of Practice 2014.

SCHOOL ARRANGEMENTS

Definition of Special Educational Needs

At North Kidlington School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career.

Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

Aims

North Kidlington School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to a broad and balanced National Curriculum.

In particular, we aim:

- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- To give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate to identify, assess, record, and regularly review pupils' progress and needs.
- To use termly scheduled Structured Conversation (For pupils who are not included on the SEN Register) / SEN Reviews to identify, assess, record and review pupils' progress and needs.
- To involve parents/carers in these Structured Conversation (For pupils who are not included on the SEN Register) / SEN Reviews so that they are fully involved in helping to plan and support their child's development at all stages.
- To work collaboratively with appropriate external professional agencies. E.g Educational Psychologist, Speech and Language Therapist, PCAMHS or Early Intervention Service.
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

North Kidlington School has adopted the Oxfordshire Dyslexia Policy.

Roles and Responsibilities

All staff are involved in helping to meet an individual's Special Educational Needs and to be aware that these needs may be present in different learning situations.

All Teachers are responsible for providing for pupils with SEN in their class. This is because they are the primary facilitator of assessing individual needs and initiating appropriate responses.

The **Governing Body** in co-operation with the Head teacher and SENCo, has a legal responsibility for determining the policy and provision for pupils with special educational needs – it maintains a general overview and has appointed a representative, who takes particular interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any pupil with SEN.
- All staff are aware of the need to identify and provide for pupils with SEN.
- Pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014).
- Parents are notified if the school decides to make SEN provision for their pupil.
- They are fully informed about SEN issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. The SENCo and identified SEN Governor has the responsibility of reporting to the main Governing Body. In relation to SEN, members of the governing body will ensure that:

- They are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development.
- SEN provision is an integral part of the School Development Plan.
- The quality of SEN provision is regularly monitored.

The Head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with Special Educational Needs and Disabilities.
- Keeping the governing body informed about SEN issues.
- Working closely with the Special Educational Needs Co-ordinator.
- The deployment of all Special Educational Needs personnel within the school.
- The Head Teacher also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

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

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating the provision for pupils with Special Educational Needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.

- Helping staff to identify pupils with Special Educational Needs.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up SEN Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with Special Educational Needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEN register and SEN records.
- Analysing attendance data for pupils on the SEN Register (Three times a year). Taking appropriate followup action including involvement of parents, Educational and Engagement Officer.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessment / records, end of year assessment tests, SATs, Salford, GRT Reading assessments, Read, Write Inc assessments, etc.
- Contributing to the in-service training of staff.
- Managing Teaching Assistants.
- Liaising with the SENCo in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in County SEN moderation (as applicable).
- Producing an annual SEN report for Governors and Parents. □ Participating in Pupil Progress Meetings and Key Review Meetings □ Identification and allocation of Pupil Premium funding.

Class teachers are responsible for:

- Integrating pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- Making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN.
- Giving feedback to parents of pupils with SEN.
- Discussing concerns about SEN issues as they occur or during Pupil Progress meetings for subject specific concerns.
- Early identification of concerns or difficulties and the completion of the appropriate paperwork as set out in the SEN Code of Practice (2014).
- Monitoring attendance of pupils with SEN. Alerting the SENCo to any trends/concerns.

Teaching Assistants (TAs) work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum. TAs should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Lunch Time Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. Scheduled meetings allow LTS to meet the SENCo/Head Teacher in relation to behaviour management and other issues for particular pupils or management of lunch times.

Co-ordinating and Managing Provision At

North Kidlington School:

- Sharing of expertise is welcomed and encouraged.
- Special Educational Needs is a part of the School Development Plan.
- The SENCo and Head Teacher hold scheduled weekly meetings to monitor, adapt and implement interventions and guidelines as deemed necessary.
- The SENCo, often with the Head teacher, meets with TAs as a group twice a term to set targets and review progress.
- The SENCo ensures that SEN Review Meetings / Structured Conversations are held at least three times a year (or more if necessary) to set Learning Outcomes, make appropriate provision, record parental viewpoint and to record pupil's voice.
- There is regular informal / formal contact between all staff to monitor individual pupils and to discuss concerns.
- Pupils are involved as far as practicable in discussions about their targets and provision □ The SENCo ensures that the following information is easily accessible to staff :
 - The school's SEN policy
 - The SEN register
 - The school's internal arrangements for SEN
 - SEN Code of Practice 0-25 (2014)
- Year group files containing individual record files with Individual Pupil Profiles and relevant information is kept safely in the DEN.

Admission Arrangements

North Kidlington School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of the child and / or of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and Special Facilities At

North Kidlington School:

- All teaching staff are able to teach pupils with SEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the DEN and in each classroom as appropriate.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity.
- Supported pupils are encouraged to be as independent as possible within a safe and caring environment.
- We have access to the expertise of LA services and other agencies if it is required.
- The school has had adaptations to provide easy access for wheelchairs and toileting / changing facilities for any child with continence difficulties.

Identification and Assessment and Provision

Allocation of Resources

All schools in Oxfordshire receive funding for pupils with SEN as follows:

- The base budget (Element 1 funding) which covers teaching and curriculum expenses, as well as the cost of the SENCo.
- The notional SEN budget (Element 2 funding) that funds the additional support required.

- Specific funds may be allocated to pupils with Statements or EHCPs.
- Additional Funding as needed throughout the year.
- Pupil Premium Funding due to the high percentage of SEN children who are also entitled to Pupil Premium Funding.

Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting SEN statement/EHC. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

North Kidlington School follows LA and National Guidance to ensure that all pupils' needs are appropriately met. (Details of how resources are allocated are included in the Governors' Annual Report to Parents).

When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

The Code recognises three broad Levels of provision within the continuum:

1. Wave 1-Quality First Teaching (Previously Initial Action).
2. Wave 2-Additional Programmes and support to accelerate learning (Previously School Action)
3. Wave 3-Additional highly personalised interventions (Previously School Action Plus/Statement)

Where concern is expressed that a pupil may have SEN, the class teacher, aided by support staff take early action to assess and address the difficulties.

The OCC SEN Guidance Handbook descriptors are used to decide the level of Wave intervention. (Wave 1, 2 or 3).

Categories of SEN

The SEN Code of Practice (2014) recognises the following areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory/Physical

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder including Aspergers and Autism
Cognition and Learning:	Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental Behaviour reflecting underlying underlying health difficulties:	Mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical:	Hearing Impairment, Visual impairment, Physical disability, Multi-sensory impairment

Wave 1-Criteria for identification may include:

- A teacher will identify a need and adjust the teaching and learning environment/resources accordingly to ensure progress.
- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems
- The Head Teacher, SENCo and class teacher discuss concerns in Pupil Progress or inform meetings.
- Teacher record concerns on OCC SEN Guidance Record Sheets

Wave 2-Criteria for identification may include:

If a pupil has not made sufficient progress and meets the moderation criteria, the level of support may be increased to Wave 2. The SENCo and the class teacher, together with Teaching Assistants consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. All Outcomes and progress reviews fully involve the pupil and parents. All information from the reviews is recorded on a SEN Pupil Profile.

Wave 3-Criteria for identification may include:

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider Wave 3 intervention. The SENCo and class teacher are likely to invite outside agencies or specialist. This is often the school's Educational Psychologist, but may be one of a range of other external services. This will involve more specialised assessments/observations of the pupil. Parental permission is always sort for a formal referral to any external service. Again, outcomes are agreed and reviewed (at least three times a year), with full parental and pupil involvement. All information from the reviews is recorded on a Pupil Profile. **The SENCo MUST lead these meetings.**

Statement/EHCPs-Criteria for identification may include:

Only a very small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support. Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Review

Reviews of pupils at Wave 2 and Wave 3 are carried out on a termly basis. Parents are always invited to attend review meetings and are given copies of Pupil Profiles and meeting minutes. Pupils are involved as appropriate. Teachers are normally present and TAs are invited to contribute to the reviews.

Annual Reviews

For pupils with Statements/EHCPs, an Annual Review Meeting has to be held once a year along with two termly reviews. At the Annual Review meeting, consideration is given to whether the statement/EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held at the most convenient time to all parties (School, Parents, Pupils, relevant professionals). If external agencies are unable to attend then the SENCo requests that they submit a written report. The Record of the Annual Review is sent all attendees and the Local Authority. The Local Authority has the responsibility to make the necessary amendments to the child's statement.

Curriculum Access and Inclusion

Our approach is achieved through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively.

Evaluating Success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year □ School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

Arrangements for Complaints

If pupils or parents / carers are unhappy with any aspect of provision, they should discuss the problem initially with a class teacher.

Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo.

If the parents / carers want a further discussion, the head teacher or a member of the Senior Management Team may be involved.

Partnership with Parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEN to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and SEN Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service may be given to parents, if appropriate.

Parents have the right and are encouraged to access any records that the school has regarding their child with SEN. **All notes made/information received in any meeting is always given to parents retrospectively.**

The Voice of the Child

Children, where appropriate, are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At North Kidlington we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Staff Development

The school are committed to gaining further expertise in the area of SEN. Current training includes attendance on specialised courses dependent on specific needs to be catered for, school-based whole school INSET (Provided by a variety of agencies), training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN.

SEN always has a place on the weekly Staff meeting Agenda so that current issues/concerns/actions can be discussed on whole school basis.

Arrangements for SEN are included in the induction of NQTs/new staff. The SENCo ensures that staff are kept up to date.

Transfer Arrangements

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children.

The SENCo and Year 6 teachers liaise over the transition plans and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For Year 6 pupils with Statements or Education, Health and Care Plans, amendments should be made in the light of recommendations of the Annual Review during the year of transfer to ensure that time is available to make necessary transfer arrangements regarding needs and provision.

The SENCo of the Secondary School will be invited to the Final Annual Review of Statement (EHCP) where the particular school has been named.

This policy should be read alongside:

Special Educational Needs and Disabilities Code of Practice 2014.

NKS Safeguarding Policy

NKS Behaviour Policy

NKS Attendance Policy

NKS Accessibility Plan

Keeping Children Safe in Education-Part One

Reviewed: September 2017

Next Review: September 2019