



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY
(To be read in conjunction with the
Inclusion Policy and Disability Equality Scheme)

SENCO- Miss Briony Cartwright
SEN Governor- Mrs Louise Robinson
Deputy SEN Governor- Mrs Janet Pittaway

Ombersley Endowed First School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities, as we do for all children in school.

This policy has been written as guidance for staff, parents/carers and children with reference to the following documents:

- SEN Code of Practice 2014
- Ofsted 2010 SEN Review 'A statement is not enough'
- Equality Act 2010
- Children and Families Act 2014

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parent/carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- to work in cooperative partnership with the Local Authority and other outside agencies to ensure that needs are met through a multi- professional approach.

What are special educational needs (SEN)?

Ombersley Endowed First School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have special educational needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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.
- Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special educational provisions means [SEND Code of Practice (DfE, July 2014)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEN are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Ombersley Endowed First School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has 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 and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a special educational need although there may be a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Ombersley Endowed First School we know where children and young people with SEN are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parent/carers and those of children and young people themselves;
- aspirational targets are set for all pupils;
- pupil progress is monitored carefully from children's starting points;
- additional or personalised provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;

- staff, Governors and parent/carers are aware of the school's SEND and Inclusion policy.

Arrangements for co-ordinating special educational needs provision:

Ombersley Endowed First School is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism (ASD) may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation within the classroom, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health (SMEH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time. All the teachers in our school are teachers of children with special educational needs and therefore at Ombersley Endowed First School we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. All staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way. Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN provision. We seek guidance from Worcester County Council's [Ordinarily Available document](#).

The SEND process- identification and support

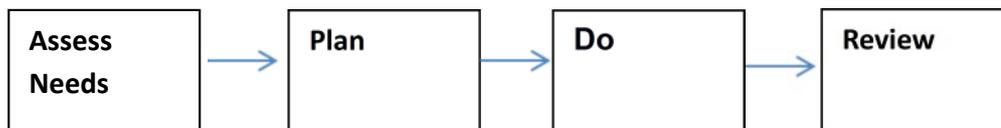
1. Cause for concern/ongoing monitoring

Class teachers may identify a concern about the educational needs, and/or academic progress of a pupil. Special Educational areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with

the Special Educational Needs Co-ordinator (SENCO), class teacher and parent/carers. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies. They will be closely monitored and identified on the additional needs register at a 'monitoring' level.

2. SEN Support (previously known as School Action and School Action Plus)

Where a child is identified as having SEN we work in partnership with the parent/carers to establish the support the child needs. Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour. It should also draw on the views and experiences of parent/carers, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent/carer via the class teacher or contact with the SENCO.

Plan

Where it is decided to provide a pupil with SEN support parent/carers will already be fully involved in the process. Through meetings, the teacher and SENCO will agree with the pupil and parent/carers any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's, individual educational plan (IEP) or Learning Plan (designed to manage needs which are not directly related to a child's academic ability) or post IEP plan which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and areas for development, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parent/carers during the termly provision meetings. Pupil and parent/carer views will feed into the reviews and will contribute to the planning and setting of new targets for the following term. This cycle will continue whilst a child remains on the school's additional needs list.

3. Education, Health and Care Plans (EHCP) (previously known as a statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parent/carers and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parent/carers contact us to discuss any concerns.

Following a **request** for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parent/carers will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

Quality First Teaching

A child's class teacher plays the most important role in ensuring that all children can access quality first teaching on a daily basis. High quality teaching which is differentiated to meet needs is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good teaching. The school monitors the quality of teaching for all pupils, including those with SEN. This includes training, observations, pupil interviews and data analysis.

The Special Educational Needs Co-ordinator (SENCO)

All mainstream schools must appoint a designated teacher; the Special Educational Needs Coordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parent/carers, staff and external agencies.

Educational Psychologist

We have an Educational Psychologist who will be helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, and will include advising teachers, parent/carers, social workers and other professionals. The Educational Psychologist will offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parent/carers. They will also provide in-service training for teachers and other professionals on issues such as behaviour and stress management as well as approaches to prevent difficulties within a nurturing environment.

SEND Governor

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Admissions

We welcome those parents/carers seeking integration into mainstream schooling for their child with special needs, in accordance with the Local Authority admissions policy which is available on the school website. Parent/carers or carers seeking the admission of a pupil in receipt of an EHC Plan/Statement of Special Educational Needs must do so through the Worcester Local Authority SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Access for the physically impaired

The school has a disability equality scheme and accessibility plan in place which is reviewed annually. The school is accessible by wheelchair using the ramps. Where access is restricted special arrangements can be made. For further details please see the **Accessibility Plan** which is available on the school website or at request from the office.

Evaluation of Policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCO will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the SENCO a member of the Senior Leadership team, or the Head teacher. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's **Complaints policy** which is available on the school website or at request from the office. You may also speak to the SEN Governor, Louise Robinson. Alternatively, Parent Partnerships Service or SEN Services also provide independent information and advice.

SEN Services:

<http://www.worcestershire.gov.uk>

01905 765715

Parent Partnership:

ppservice@worcestershire.gov.uk

01905 610858

SEN In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any

necessary training to meet staff needs. Regular workshops are organised by the Inclusion team focusing on varying needs where both parent/carers and staff are invited.

Partnership with Parent/carers

We recognise the value of parent/carers knowledge of their children and will seek to use that information in planning support for pupils. Parent/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented. The SENCO or class teacher will contact parent/carers to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parent/carers permission is always sought before any referral is made. We encourage parent/carers to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENCO. The SENCO is contactable through the office or via email bcartwright@omersley.worcs.sch.uk. We have an Inclusion page on the school website www.omersley.worcs.sch.uk which provides further information including links to published documents; the SEND Code of Practice (DfE July 2014), The Local Offer in Worcestershire Schools 'Ordinarily Available' and our School offer.

Links with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. We may refer pupils with special educational needs and/or disabilities to relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parent/carers/carers. The School Nurse is available to offer advice, information or support with any medical or health needs. Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who may require additional support and these children are then targeted for extra support.

Links with other schools and Transition

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes. Links are also maintained with local schools and schools in the Droitwich Pyramid, particularly with the SENCO for those children with SEND who transfer at Year 4 or any point in their school career. Information and records are given to transfer schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school. Transitions are carefully planned according to the pupils' individual needs.

Behaviour

At Omersley Endowed First School we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all

children are expected to have high standards of behaviour. A child with social, mental and emotional difficulties may have a Personalised Support Plan (PSP)/Positive Handling Plan to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. We aim to ensure that all staff have completed the Team Teach training as part of positive handling policy. It is the school policy to keep parent/carers informed of all incidents in which behaviour is a problem.

Success Criteria

We strive at Ombersley Endowed First School to meet the needs of all children, including those with SEND, so that they make the best possible academic and personal progress.

This policy was approved by the Full Governing Body in March 2017.

This policy is due to be reviewed in January 2018.