

## ODST SPECIAL EDUCATIONAL NEEDS Policy Guidance

School improvement – School website

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**Policy guidance provided: statutory policies but ones that require consideration at local level to ensure pupils' needs are fully met and local circumstances are taken into account. Central team provides policy guidance.**

The Oxford Diocesan Schools Trust (ODST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

*... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit,  
encourages the will to do good and opens the heart to others*

The Way Ahead 2001

### Definition of Special Educational Need (SEN)

The schools in the trust adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that;

- ✦ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made them.

A child has Special Education Needs if they:

- ✦ Have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- ✦ have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school or mainstream post-16 institutions.

**Additional provision means:**

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

Our school will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

### **Inclusion statement**

Trustees expect the leaders and governors in all of its schools to endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on the trust's Curriculum Policy Guidance which recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Local Governing Bodies and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEN.

### **Policy**

#### **Aims and Objectives of this Policy**

- ✦ To reach high levels of achievement for all
- ✦ To be an inclusive school
- ✦ To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- ✦ To meet individual needs through a wide range of provision
- ✦ To attain high levels of satisfaction and participation from pupils, parent and carers
- ✦ To share a common vision and understanding with all stakeholders
- ✦ To give transparent resourcing to SEN
- ✦ To provide curriculum access for all
- ✦ To work towards inclusion in partnership with other agencies and schools
- ✦ To achieve a level of staff expertise to meet pupil need
- ✦ Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

#### **Admission Arrangements**

In accordance with the Code of Practice 2015, our school admissions; requires children and young people with SEN to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

## Management of SEN within ODST Schools

Governing Bodies and our school leaders have delegated responsibility for the day to day implementation of each settings SEN policy. The management of SEN is supported by the Senior Leadership Team.

All staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is class based to support literacy, numeracy and science and deliver a range of WAVE 2 and 3 intervention programmes to support children who have a greater need.

In line with the recommendations in the SEN Code of Practice 2015, the SENCO is responsible for:

- ✦ overseeing the day to day operation of this policy in partnership with the senior leadership team and senior SEN TA
- ✦ co-ordinating provision for children with special educational needs in partnership with the Head of School and senior SEN TA
- ✦ Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs
- ✦ Advising on the graduated approach to providing SEN support
- ✦ Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✦ overseeing the records on all children with SEN in partnership with the SEN administrator
- ✦ liaising with parents of children with SEN in conjunction with class teachers and other SEN staff
- ✦ Contributing/leading to the in-service training of staff
- ✦ liaising with external agencies including the LAs support and educational psychology services, Early years providers, other schools, health and social services and voluntary bodies.
- ✦ Being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- ✦ managing support/teaching assistants in partnership with the heads of school, assistant heads of school and senior SEN TA.
- ✦ Working with the Head of School and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## Identification and Assessment

The school follows the 2015 SEN Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a

differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the School Support register at the School Support stage. Parents are consulted before this decision is made.

### **Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full National Curriculum.

### **Code of Practice graduated response**

The school adopts the levels of intervention as described in the SEN Code of Practice 2014.

The Code of Practice 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through Early Years Support/ School Support and Early Years Support Plus/School Support Plus

### **Request for Educational Health Care Plan**

The school will request an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within Early Years Support Plus /School Support Plus, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency.

An Educational Health Care Plan will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

### **Partnership with Parents/Carers**

The school aims to work in close partnership with parents and carers.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils

### **Links with Other Services**

The Trustees would expect effective working links to be maintained with local services which advantage pupils' achievement and are needed to ensure the school provides effectively for pupils' learning. This may include local authority services, local specialist provision and other ODST schools with provision which will help pupils' learning.

## **INSET**

In order to maintain and develop the quality of our provision, staff undertakes appropriate training. Recent courses undertaken are listed in the school diary and electronic CPD record.

## **Resources**

The provision for SEN/AEN is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Funds are deployed to implement the SEN policy.

## **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head of School. The Executive Head Teacher may be involved if necessary. Clear procedures are set out in the Trust Complaints Policy.

## **Dissemination and Review**

This policy, once approved by Trustees, will be reviewed tri- annually.

This policy needs to be read in conjunction with schools' policies on Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.