

Dry Drayton and Oakington Church of England Primary Schools Federation

Special Educational Needs Policy

The purpose of this document is to ensure whole school agreement and practice regarding Special Educational Needs at Oakington School.

DEFINITIONS

Within this document the term Special Educational Needs is defined as in the Code of Practice (DfE)

A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of the children of the same age.

(b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

(A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.)

(c) Is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

The context for the operation of this policy includes pupils with physical and or sensory impairments at this school. Pupils with Special Educational Needs are not seen as a fixed group. Some pupils will permanently or from time to time have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. The needs of these pupils will vary over time, in response to school policies and teaching.

PRINCIPLES

At Dry Drayton and Oakington Schools it is our aim that all children access a full curriculum, and emphasise the need to raise the achievements of *all* children. In responding to a child's individual needs we seek to ensure that they work appropriately within the National Curriculum, and that difficulties a child may encounter in one part of the curriculum do not prevent them from full involvement in all other parts of the curriculum.

- Pupils with Special Educational Needs will be given individual consideration and special provision will be made for them.
- Individual programmes for pupils with Special Educational Needs will take place within the class within small groups, or 1 - 1, with an appropriate adult. These pupils will be apparent according to their need and in line with County Assessment documents, working within available budgets.
- The individual needs of pupils will be identified and met as soon as possible.
All pupils, whether or not they have Special Educational Needs, will have equal opportunities to participate in the full curriculum of the school, including the National Curriculum, and all activities.
- Pupils with Special Educational Needs will be encouraged to become independent and take responsibility within the school.
- Everyone in the school community - Governors, staff, pupils and parents or carers - has a positive and active part to play in achieving this aim:

Governors, by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of pupils with Special Educational Needs, and by participating in appropriate training.

Staff; by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Needs Co-ordinator, pupil, parents or carers and other agencies and by participating in appropriate training.

Pupils, by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.

Parents or carers, by working in partnership with the school, through regular consultation, to help meet their child's needs.

ROLES AND RESPONSIBILITIES IN SCHOOL

The Class Teacher:

- identifies that a pupil has special educational needs and informs the Special Needs Co-ordinator, so that the concern is noted.
- plans what each pupil should learn, differentiating work accordingly.
- teaches all pupils.
- monitors and evaluates the work of any helpers (such as Teaching Assistants) involved in the learning of their pupils in cooperation with the Special Needs Co-ordinator;
- assesses and records whether learning has occurred, keeping suitably dated records.
- liaises and works in partnership with the parents or carers of children with Special Educational Needs

The Teaching Assistant:

- Works under the direction of the class teacher in the implementation of a child's Pupil Passport following the Guidelines for Primary Schools on the Role of the Teaching Assistant in Cambridgeshire and the Role of the Primary Teaching Assistant in Cambridgeshire.

The Special Educational Needs Co-ordinator:

- oversees the school's special needs policy;
- advises teachers on ways to differentiate learning;
- co-ordinates provision for pupils with special needs;
- maintains the school's special needs records.
- on occasions liaises and works in partnership with the class teacher and parents or carers/carers of children with special educational needs, and ensures that suitable records are kept.
- co-ordinates the review meetings;
- contributes to the training of staff and Governors;
- manages the TAs
- liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Support Service, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Multicultural Education Service and Visual Impairment Service, and the medical and social services and voluntary organisations, and ensures that class teachers receive copies of all relevant documentation, and have direct access to these professionals if necessary.
- liaises with the Governors with responsibility for Special Educational Needs.

- organises meeting to initiate/update and review individual educational plans and arranges Annual Review meetings for pupils who have Statements of Special Educational Needs or Education and Health Care Plans.

Headteacher:

- has overall responsibility for quality assurance in the management of the policy for pupils with special educational needs and for liaising with the Governors with responsibility for Special Educational Needs - this includes a responsibility for the management of provision for pupils with Special Educational Needs, and a management role to ensure that the assessment procedures outlined in the schools assessment policy is completed.
- receives any complaints about general or specific provision regarding special educational needs. These will be referred to the Headteacher in the first instance;
- is informed by the LA when they conclude that a pupil at the school has special educational needs;
- has the responsibility of ensuring that the Special Needs Co-ordinator is kept fully informed;
- is deemed to be the responsible person.

ADMISSIONS POLICY

The admissions policy makes no distinction as to pupils with special educational needs or disabilities. Within the admissions policy, the aim of the school is to meet the individual needs of a child whose parent(s) or carers wish to register at the school.

In the case of pupils with a statement of Special Educational Needs OR Education and Health Care Plan, the Headteacher and the Special Educational Needs Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. There is an expectation that such pupils will be included in mainstream school and a parent's wish for this should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children. No pupil can be refused admission solely on the grounds that s/he has special educational needs.

The Special Needs Co-ordinator will be involved during the admission procedure of a child with a Statement of SEN or Education and Health Care Plan and will attend information meetings for new parents or carers.

SPECIAL FACILITIES

The school is accessible to wheelchairs via the back playground, and from there into the classroom areas. A toilet with facilities for disabled pupils is adjacent to the hall and there is also a disabled toilet in the new build. (See Accessibility Plan for details.)

Extended Schools and After School Activities

The Governing Body provides After School and Breakfast Clubs which are under the direct supervision / management of school staff and therefore the school's arrangements for SEN apply to the Clubs where appropriate.

ALLOCATION OF FUNDING TO RESOURCES

The Governors, through the Resources Committee, will allocate funds to meet the needs of pupils with special educational needs. The funds are those allocated through Free School Meals (F.S.M.) indicators, the school budget, and from any additional funds because of pupils with statements of SEN attending the school. At the meeting of the governing body which approves the budget, the Resources Committee will draw the attention of Governors to the amounts delegated to the school by the LA under Special Needs headings in the Section 42 Statement, and to the amounts allocated for Special Needs in the proposed school budget.

The Headteacher and the Special Needs Co-ordinator, in consultation with the staff, will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with special educational needs. The entire school has a wide range of educational materials, information, and resources and personnel. These are used, when appropriate, to cater for children with Special Educational Needs.

The Governors require the Headteacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

IN-SERVICE TRAINING OF STAFF AND TRAINING FOR GOVERNORS

In drawing up the staff development and training programmes, the Headteacher and Continuing Professional Development (CPD) co-ordinator will give consideration and appropriate priority to the needs of all staff with regard to special educational needs. The school's In-service training plans for special educational needs will be reported to the Governors, and will include details of training for class teachers, the Special Educational Needs Co-ordinator, Teaching Assistants and other ancillary staff.

The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and

non-teaching staff. In particular s/he will form links with the LA and other schools to devise and share training opportunities.

The school actively seeks CPD opportunities to enhance the skills of all staff to best support pupils with identified needs. Staff members attend training offered by the Access to Learning Specialist Teaching Team and the Cambridgeshire Advisory Service (CAS). Other courses, for example offered by Cambridge University Faculty of Education, have also been attended by members of staff. External courses which meet specified needs are also considered.

The Governors will consider Governor training opportunities offered in the area of special educational needs. Any Governors who has a particular interest in this topic would be supported to attend courses.

IDENTIFICATION AND ASSESSMENT

The progress of all pupils is regularly monitored by ongoing teacher assessment. Summative Assessments are completed at the end of each academic year. Three 'waves' of teaching provision are in place, and following assessment teachers decide which is the most appropriate for each child.

(See Appendix A for an example of 3 Wave Provision in Literacy)

As they near the end of the Foundation Stage, children are the subject of the Foundation Stage Profile. At the end of Year 2 and subsequent academic years mandatory or optional end of year tests, produced by QCA, are administered. The results of these assessments are carefully checked, and further detailed assessments are made if necessary, in consultation with the parents or carers, and CAISTS staff. The results of these assessments are entered on to Assessment Manager so profiles and statistics can be checked. Class teachers discuss any anomalies with the SENCO, and the graduated response procedure is followed.

At other times during the year, class teachers discuss individual progress with parents or carers and other members of staff, and with the SENCO, and any anomalies are checked by other summative materials in line with the School's Assessment Policy. The provision of the graduated response is amended accordingly.

The school adopts the graduated assessment procedure recommended by Cambridgeshire LA in the document 'Identification of Provision for Pupils with Special Educational Needs'. This is based on the graduated response approach recommended by the Code of Practice under the Education Act . At Special Educational Need level school takes responsibility and once a Statement of Special Educational Needs or Education and Health Care Plan has been issued the LA and the school share responsibility.

For full details on the graduated response see Appendix B

SPECIFIC ASSESSMENT AND PROVISION

At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes belongs to the class teacher in consultation with the SENCO. The advice of specialists is recommended at all stages.

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of work by the class teacher. Through careful planning the teacher will define what the pupil is expected to learn and any work to be carried out by the Teaching Assistant. When setting targets on a pupil's Passport, a class teacher can seek advice from the Special Educational Needs Co-ordinator on strategies which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved.

Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Particular consideration will be given to the use of ICT.

All those who teach a pupil with special educational needs are kept informed of all essential information by the Special Educational Needs Co-ordinator. Similarly, any class teacher who receives such information must convey this to other staff working in the class and the Special Needs Co-ordinator. It is the responsibility of class teachers to share information about the Special Educational Needs of pupils during discussions between class teachers as pupils move through the school. Each class teacher with a pupil who has a statement of SEN or Education and Health Care Plan will have some release time with the class TA at the start of each half term to discuss future plans and targets.

Writing Pupil Passports

Passports are written for all children at Wave 2 and beyond. The class teacher is always responsible for writing the Passports, although input from others (SENCO, TA, Speech and Language Therapist etc.) is incorporated.

Passports are reviewed three times a year once each term at a structured conversation meeting with parents and children's views are sought. Each class teacher will keep a working copy in a class file, and the SENCO will copy the Passports and file them in the children's record folders. They indicate learning targets that are concerned with learning, behaviour, self esteem and attendance. Where other professionals contribute to the Passport, their input will be reflected in the agreed targets, or by amended programmes. Passports are working documents, which are kept in each teacher's class SEN file. They are annotated by all staff who work with the child in question.

Implementing Pupil Passports.

At Special Educational Need level, the class teacher is responsible for implementing the Passport's targets. Targets on Passports refer to work that is additional to, or different from, the work of the rest of the class.

Children with Statements of Special Educational Needs or Education and Health Care Plans also require Passports, which are based on the targets set at the Annual Review. Depending on the elements of this programme it will be followed within the classroom. On some occasions, for short specific tasks, a child with Special Educational Needs may work outside their classroom.

PARTNERSHIP WITH PARENTS AND CARERS

Oakington School values working in partnership with all parents or carers. We will seek to involve parents or carers or those who have parental responsibility in all decisions about their children. When this involves adults in more than one household, we will deal directly with the adult who has day to day responsibility for the pupil and inform others of all developments as agreed. The views of parents or carers will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents or carers. We recognise the need to keep accurate records during all stages of the assessment procedure. Any formal consultations with parents or carers and/or outside agencies are recorded. It is the responsibility of the teacher involved to record these meetings and to pass on any relevant information to the Special Needs Coordinator and subsequent class teachers. This transfer of information also applies to relevant conversations between parents or carers and the Headteacher and/or the Special Educational Needs Coordinator.

Parental involvement

Partnership with parents or carers plays a key role in promoting a culture of co-operation between parents or carers, schools, LAs and others. This is important in enabling children and young people with SEN to achieve their potential. To demonstrate positive attitudes towards parents or carers, staff will:

- respect the validity of differing perspectives.
- provide user-friendly information and procedures, and be aware of the needs parents or carers might have in respect of a disability or communication and linguistic barriers.
- recognise the pressures a parent may be under because of the child's needs.
- acknowledge the importance of parental knowledge and expertise in relation to their own child.
- gain parental permission before referring them to others for support.

Each Pupil Passport is reviewed with parents or carers and this regular involvement is an essential part of making the Passport effective. Points for discussion include:

- how parents or carers can support work at home.
- the setting of new targets for Passport
- targets relating to wider outcomes such as improving attendance or raising self esteem if appropriate.
- inclusion of the child's views.

Pupils with Statements or Education and Health Care Plans

In addition to regular Structured Conversations, pupils with statements of Special Educational Needs or Education and Health Care Plans will have reviews annually. Parents or carers play a full part in this meeting, as laid down in the county's guidelines.

Parents or carers' views must be recorded at the review. Parents or carers are informed of the existence of the Parent Partnership Service, and encouraged to seek support if they would find it helpful.

Parents or carers also have a responsibility to communicate effectively with professionals and should therefore be encouraged to:

- communicate regularly with their child's school alerting them to any concerns;
- fulfil any obligations under home-school agreements.

PUPIL INVOLVEMENT

Pupils should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. The inclusive school ethos at Oakington School encourages and supports pupil participation and acknowledges:

- The importance of ensuring access for all pupils to all the activities within the whole life of the school;
- The role of school and class discussions *e.g. Circle Time* and the use of pastoral support systems;
- The need for training and encouraging pupils to take part right from the start of their education

- The need for a genuine commitment and wish to make pupil participation work;
- The need to make special arrangements to help those children with specific needs, e.g. hearing impairment; communication difficulties;

- The role of the pupil in setting, monitoring progress and reviewing targets for his/her Pupil Passport.

. Pupils should be encouraged to contribute to the Statutory Assessment/ECHP Process at:

- the initial assessment phase,
- Annual Reviews

- Transition Planning,
- the point where appropriate schools are being chosen.

COMPLAINTS

Any complaint about the special educational provision for a child, or about special educational needs provision generally, should be directed to the Headteacher. The Headteacher will investigate and then respond within five school days. If he/she has not resolved the matter satisfactorily, it will be referred to the Governors with responsibility for Special Needs, who will respond within five school days. Should this not resolve the issue, the school's Complaints Policy should be followed.

EVALUATION OF SUCCESS

The policy will be evaluated annually. In particular, judgements will be made about whether:

- the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met;
 - children's SEN are being identified early;
 - best practice is exploited when devising interventions;
 - the wishes of the child are taken into account;
 - educational professionals and parents or carers work in partnership;
 - interventions for each child are reviewed regularly.
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- the graduated procedure is proving effective in meeting needs;
 - parents or carers are satisfied with the working of the policy;
 - standards (measured by e.g. SAT results, Performance Scales) have improved generally across groups of pupils with identified SEN;
 - there is a reduction in the total number of pupils requiring a graduated response;
 - there is an increase in the number of pupils who have discontinued statements;

Role and use of support services.

The school benefits from centrally funded weekly input from the South Cambridgeshire Team of Primary Support Service, based on school size and the number of free school meals allocated to pupils at the school. The level of this support has been agreed by Cambridgeshire Primary Heads Forum and covers the assessment needs as highlighted during the graduated procedures. At SEN support the input is also in the form of advice, assessment, 1 to 1, or small group support to complete learning objectives specified in individual education plans. The Specialist Support Teacher also offers training to staff and short term programming planning support to pupils at School Action. The school receives regular visits from the educational psychologist, usually once a term, again based on school size and the number of free school meals. These visits are usually linked to assessments and the educational psychologist consults with parents or carers at this time. The Special Needs Co-ordinator is responsible for the day-to-day organisation of these contacts and the keeping of records.

Links with other mainstream schools and special schools, including arrangements when pupils change schools.

Children's records, including special needs records, are sent to destination schools on transfer. .

Links with health and social services, educational welfare services and any voluntary organisations.

Other visitors offering support include the Child and Family Nurse, the School Medical Officer, the Support Teacher for the Hearing Impaired and the Speech and Language Therapist. Other agencies available for consultation when needed include Educational Welfare Officers, Physiotherapists, Social Services and the Advisory Teacher for the Visually Impaired. The Special Needs Coordinator and/or the Headteacher are involved in the day-to-day organisation of these contacts and the keeping of records.

SUMMARY

BASIC INFORMATION

SEN Co-ordinator – Mrs Sally Daggianti
(Oakington)
Mrs Pat Seymour-Dry Drayton
SEN Governor – Mrs Sue Whyatt

At Oakington School we are committed to meet the educational needs of all our pupils. Pupils with special educational needs are encouraged to become increasingly independent and take responsibility for their own learning, playing a full part, along with their parents or carers, in working with the school and LA to determine provision for their needs.

The school caters for the needs of all pupils with special educational needs with and without statements. All teachers plan, set and assess work which is appropriate and relevant to the individual needs of pupils. The school has adopted the graduated response to special educational needs assessment and provision recommended by Cambridgeshire LA. The Special Educational Needs Co-ordinator is responsible for overseeing assessment and provision.

A copy of the special educational needs policy is available on request.

Approved by Governing Body: September 27th 2018

Signed:

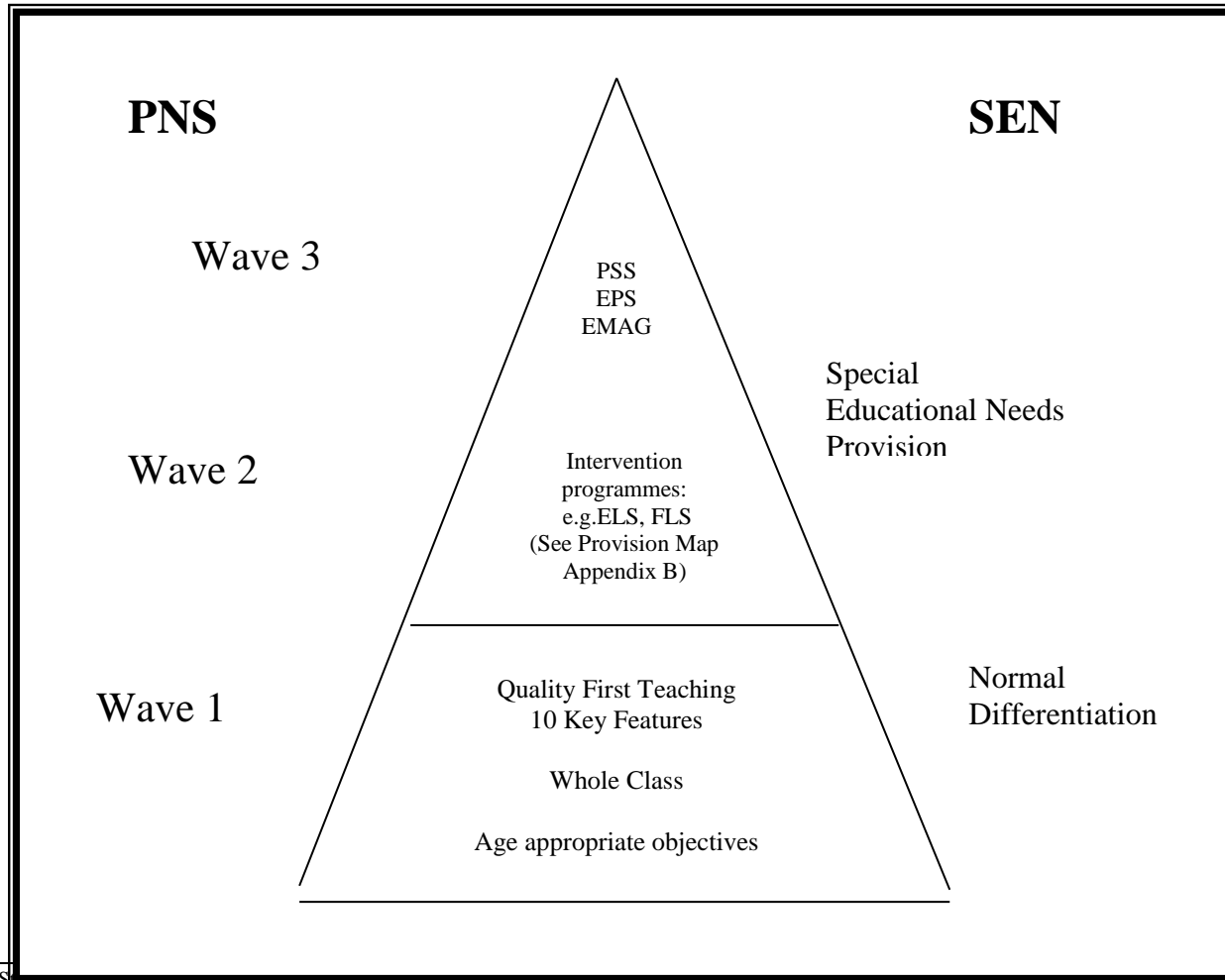
Headteacher : *Sally Daggianti*

Chair of Governors: *Edmund Buss*

Appendix A

Primary National Strategy
Including Every Child Matters

Working with the SEN (C)



Appendix B

Provision map for Dry Drayton and Oakington Schools 2018-19

Provision additional to Wave 1 Inclusive Quality First Teaching for all children. Staff members are trained to deliver the following interventions.

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 2/3 Literacy Intervention		ELS Jan Talking Partners Teoderescu (Handwriting)	Talking Partners Teoderescu (Handwriting)	Accelerated / Accelewrite Wellington Square Phonogra -phix Literacy Support Teoderescu (Handwriting)	Accelerated / Accelewrite Wellington Square Phonogra -phix ALS ERT Teoderescu (Handwriting)	Accelerated / Accelewrite Wellington Square Phonogra-phix ERT FLS Teoderescu (Handwriting)	Accelerated / Accelewrite Wellington Square Phonographix Year 6 Booster ERT Teoderescu
Wave 2 / 3 Mathematics intervention	Wave 3 (Supporting Children with Gaps in their Mathematical Understanding)	Wave 3	First Class @Number Wave 3	First Class@Number Wave 3	First Class @ Number Wave 3	First Class@ Number Wave 3	The Power of 2 Wave 3

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EAL provision							
Coordination programme	Sensory Circuits	Sensory Circuits	Sensory Circuits	Sensory Circuits	Sensory Circuits	Sports Skills	Sports Skills
One-to-one Counselling for children with behavioural, emotional and social difficulties	Draw and Talk Counselling						

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Small group Work to develop Social, Emotional and Behavioural skills						Silver Seal Social Skills	Silver Seal Social Skills
One-to-one mentoring to increase aspirations/engagement with learning							

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Other							
Medical							
Attendance issues							
Gifted & Talented (see also p. 4)							
Thinking Skills e.g. Mind Mapping/Kidspiration							