



The Oaks Primary School
Bringing Learning to Life

Special Educational Needs and Disability Policy

The Special Educational Needs and Disability Policy at The Oaks aims to reflect our desire to provide equality of opportunity for all. At The Oaks we feel that all our children have special needs but that at times some children require a level of extra support. When a child requires that extra support we aim to provide it as sensitively as we can.

Aims

- To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs.
- To encourage every child to reach their full potential in all areas of school life.
- To identify those children with difficulties and provide appropriate support.

Objectives

- To promote confidence and self-esteem in all areas of school life.
- To identify those children who are experiencing problems with any aspect of school life and to provide extra support.
- To express any concerns to the SENCO and seek advice and support.
- To develop a differentiated individual programme to address concerns.
- To regularly monitor progress towards targets in the key areas by the class teacher, support staff and SENCO.
- To work in partnership with parents to address the identified concern.
- For all staff in school to work together to meet the needs of each individual.
- To complete formative assessment of progress, or otherwise, and to maintain up to date records of any intervention programmes.
- To work in close liaison with any outside agencies and to access support from such agencies as appropriate to the children's needs.

Roles and responsibilities

The Governing Body

The governing body, in co-operation with the head teacher, determines the school's general policy and approach to provision for children with Special Educational Needs and/or a Disability (SEND), establishes appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The current governor with responsibility for Special Educational Needs is Jennifer Gibbon-Lynch.

Special Educational Needs Coordinator (SENCO)

The teacher responsible for general co-ordination and day to day operation of the SEN policy is: Mrs Trainor.

The key responsibilities of the SENCO include;

- Overseeing the day to day operation of the school's SEND policy.



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- Co-ordinating provision for children with special educational needs.
- Liaising with, and advising, fellow teachers.
- Coordinating teaching assistants.
- Monitoring the progress of children with special educational needs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including Ladywood Outreach, Behaviour Support and Educational Psychology services, Health and Social Services and voluntary bodies.

Class Teachers

Class teachers are responsible for educating all the children in their class, including those with SEND. Class teachers are fully aware of the school's procedures for identifying, assessing and making provision for SEND pupils. Teachers provide additional support or differentiated activities to enable pupils with special educational needs to learn more effectively. Class teachers are available for parents to meet with to discuss any aspects of their child's progress.

Admission of pupils

Admission arrangements for all pupils are those set out within the LA's current Admissions Policy. When completing the initial application forms, parents/carers need to specify their child's special educational needs and any support they are receiving before admission. Parents may also want to consider the fact that this is an open-plan school building and the effect, either positive or negative, this might have on any specific need their child might have before choosing to apply to this school. The LA's Admission Policy is available from school on request.

Resources and organisation

Other agencies that have involvement within school are:

- Ladywood Outreach Service
- Education Psychology Service
- Sensory support services
- Physiotherapist / Occupational Therapist / Speech and language support
- Behaviour Support

Material resources

At The Oaks we aim to meet the individual needs of all our children. There is a selection of specialist resources within school to support SEND teaching. There is an accessible toilet fitted with a hoist, shower and toilet, and a stair lift is available between the KS1 area and the hall. Every classroom has a ramp to allow wheelchair access and the steps, both inside and outside, are edged in a contrasting colour. The school is open plan but has two quiet rooms specifically used to teach small intervention groups and children with SEND.



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Identification and Assessment

Identification of a child's special needs may be made by any individual on the school staff, any member of a support service for example the school nurse, or a parent/carer. A child experiencing difficulties may be judged against the progress of their peers or siblings or against specific educational levels of attainment. Concerns may arise when "milestones" are not met at the usual times or when progress is measured against Early Years/National Curriculum expectations. Lack of progress may become apparent after the results of standard assessments are made or just by observation. All concerns are acted upon and advice sought.

Children's progress is monitored through teacher's formative assessments, Y1 Phonics Assessment, end of Key Stage SATs and Salford Reading Tests. Assessment data is analysed by teachers, the SENCO and the Assessment Co-ordinator and any issues that arise are addressed.

The school based graduated response

It is the responsibility of all staff to meet every child's individual needs. If a teacher finds that a child is not responding as expected or is having increasing difficulties with learning or behaviour, they communicate their concerns to the SENCO and seek advice. Parents are informed of any concerns. Once actions over and above the normal classroom strategies are employed to address an individual's needs, separate records will be kept of any interventions and their successes, or otherwise, noted. The child will then be included in the SEN Audit figures.

High Needs Funding

If the child has more severe needs and meets the criteria set out by the Local Authority then the school can apply for High Needs Funding (Previously known as a statement). The LA will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to the school. (See Appendix A)

Inclusion

At The Oaks we aim to provide a curriculum that enables all children to reach their full potential. A child with educational, physical, emotional or behavioural difficulties always has the opportunity to participate fully within the curriculum either by the provision of differentiated work or additional resources. The SENCO works with staff to make adjustments to the organisation of the curriculum and the school day for individuals to ensure that all children can access our curriculum as fully as possible.

Parent Participation

Parents/carers play a crucial role in their child's education. At The Oaks we encourage parents/carers to become actively involved in school life, contributing key information about their child alongside the class teachers and the SENCO. An informal parents' "Drop-In" is available on a weekly basis for parents to discuss children's progress with teachers.



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Complaints

If a parent/carer wishes to make a complaint about SEN provision they should first contact the class teacher who will voice the concerns to the SENCO. If the problem is still unresolved the parent may wish to speak directly to the SENCO who may approach the head for advice or support. If the concern continues, the parent/carer may wish to speak directly to the head who may in turn need to address the issue with governors to discuss the situation and possible solutions explored.

Training

All staff undertake in-service training during the school year as appropriate. Training for SEND is undertaken by the SENCO and by teachers and teaching assistants. The SENCO provides in school training as and when appropriate. Visitors from support services keep all staff up to date on current developments within the field of SEND. Externally provided SEND training is accessed where appropriate.

Links with other schools

Close communication is maintained with nurseries and secondary schools to ensure that all records for SEND children are passed on and a smooth transition occurs. Mid-term movement records are passed on when the receiving school is known.

When children with Special Educational Needs move on to High School, careful transition plans are drawn up with all mutual parties. The SENCO organises additional transition visits to meet the needs of the pupils concerned. Teaching Assistants work with the children to create transition booklets including photos of key staff and classrooms they need to familiarise themselves with.

Links with child health, social services and educational welfare

School has regular contact with the school nurse who completes various health checks from Reception to Y6. School regularly monitors attendance and refers concerns on to The Early Intervention Team. Other departments within Social Services are contacted as appropriate.

Success criteria

The governing body will deem this policy successful if...

- All children are provided with the opportunity to achieve their full potential.
- All children have been educated alongside their peer group.
- All children's needs are met.
- All children, parents/carers and other professionals have ensured an effective working partnership.

Mrs Trainor

September 2020



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Appendix:A



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