

## **Special Educational Needs Policy Oakhurst Community First School**

**This policy has been written to promote the successful inclusion of pupils with special educational needs and disabilities at Oakhurst Community First School.**

At Oakhurst Community First School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our aim is to ensure provision for all children with Special Educational Needs (SEN) and/or any disability so that they can achieve their full potential. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. We feel that children's contributions to school life should be valued and we seek to develop the self esteem of every child.

Children with SEN or a disability have special needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available in school.

The specific objectives of our SEN policy are as follows:

- to identify children with special educational needs and disabilities and to ensure that their needs are met
- to maintain regular contact with parents at all stages of support and to work in partnership with them to set and meet the targets for their child
- to ensure that children with special educational needs and disabilities are able to join in with all the activities of the school
- to ensure that all learners make the best possible progress and that their achievement is in line with Dorset SEN
- To ensure that all children, both those with or without special educational needs, can access a balanced and broad based curriculum, including the National Curriculum
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision
- to determine any resource implications and establish whether they will be provided within school or through external sources, e.g. LEA
- to promote effective partnerships and to involve outside agencies and make referral when appropriate
- to ensure all staff are aware of the need to differentiate work effectively
- to allow access to appropriate training and professional development for all staff

The success of the school's SEN policy will be judged against the aims set out above. Success criteria will be reviewed and the effectiveness of the provision considered. The Headteacher, SENCO and SEN governor will set new success criteria if appropriate. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps

**The named SEN co-ordinator for the school is Mrs. Anne Gainor. A member of the Governing body, Mrs. Rachel Keyms-Burgess takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.**

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Policy is available to parents.

The school does not have a special unit.

### **Identification and Assessment of special educational needs**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

### **SEN Funding**

The school receives money on an annual basis to support the funding of SEN. This is based on the number of pupils on roll who are on the SEN register. This varies from year to year but is generally about 8% of our total funding.

The money is allocated annually by the Governing Body, when setting the budget. This is used to pay for staffing and resources which support SEN pupils throughout the school.

On top of this funding there may be additional funding from Dorset LEA and the Traveller Education Support Service to support individual children on specific programmes.

## **Safeguarding children**

Safeguarding outcomes for children are that they feel safe and that services are effective in taking reasonable steps to ensure they are safe. This includes issues such as:

- meeting the needs of children with medical conditions
- intimate care
- ensuring vulnerable children's needs are met

## **Disability Equality Schemes and Accessibility Policy**

This is available to view in school.

## **Provision/action that is additional to or different from that available to all**

Provision Maps are completed for all children who are on the SEN register. Individual Education Plans (IEPs) are completed for all Statemented children and children at SA+. These are to be written by the class teacher in consultation with the SENCO but also in consultation with teaching assistants, pupils, parents and carers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success criteria

The IEP will be reviewed 2-3 times a year and the outcomes will be recorded. Pupils will be encouraged to participate fully in the review process. Parents / carers will also be invited to participate in the target setting and review process.

## **School Action Plus**

A child will be put on School Action Plus if, despite significant support and intervention at the School Action stage, the school has evidence that the child is not making the expected progress, or has additional needs. The school will then take advice from the relevant professional or external agency.

Professionals and external agencies will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

### **Statemented children**

The progress of Statemented children will be reviewed at the Annual Statement Review meeting. Parents, members of staff and the relevant professionals are invited to attend these meetings. Progress and the support outlined in their statement will be reviewed and a report provided for the Local Education Authority and the relevant professionals. If a child makes sufficient progress a statement may be discontinued by the Education Authority. IEPs are still reviewed termly for statemented children.

### **Admission arrangements**

When parents apply for a place for their child at Oakhurst Community School they are encouraged to share their concerns about their child's Special Educational Needs with the Headteacher and/or SENCO. The school may contact any previous educational establishments for any relevant information if necessary. Any practical arrangements can then be discussed and put into place.

### **Transition**

The school will liaise with the next school to make transition arrangements for students with statements and other pupils with SEN who may benefit from this. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **Complaints procedure**

The schools' complaint procedures are set out in the school prospectus. The child's class teacher, the Head and the SENCO will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

### **Training**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff and to training that addresses pupils' specific needs. The Senior Management Team takes responsibility for prioritising the training needs of staff.

## **Parent Partnership Service**

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

## **EDEP**

Through EDEP the school has strong links with our local special school, Beaucroft School. Pupils from Beaucroft School have attended Oakhurst lessons and other school activities, and a child from Oakhurst has attended part-time at Beaucroft. This partnership is important for the development of children in both settings. Staff from Oakhurst have visited Beaucroft and staff from Beaucroft have visited Oakhurst.

## **Dorset LEA**

The SEN policy for Dorset can be found on the Dorset For You website.

## **External support services**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. These include:

- Regular visits from the nominated Education Social Work and Attendance Service (ESWAS) Officer and Educational Psychologist for the area.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Advice and support from the speech and language therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the counsellor for children with emotional and behavioural needs.
- Advice and support from the community paediatrician.
- Multi-agency liaison meetings, with representatives from Social Services, Health, and the Educational Psychology Service. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Parent Support Advisors
- Locality workers

This policy was written by Mrs. Anne Gainor, SENCO, and Mrs. Rachel Keyms-Burgess, SEN Governor

Signed \_\_\_\_\_

Date to be reviewed - March 2012