



Policy for Special Educational Needs South Ossett Infants' Academy 2024



SENDCO: Tina Shute
Member of the Academy's Senior Leadership Team
Contact Details: Tel 01924 274380
Email: headtacher@southossett.wakefield.sch.uk

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1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Claus 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014.

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough".

Equality Act 2010

Children and Families Act 2014

This policy was created by the school SENDCO and SEND governor in liaison with the SLT, all staff and parents of pupils with SEND

2. Introduction

South Ossett Infants' Academy provides a broad and balanced curriculum ensuring excellence through enjoyment for all children. The Early Years Foundation Stage Curriculum and The National Curriculum are the starting point to plan to meet the specific needs of our pupils. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Every teacher is a teacher of every child including those with Special Educational Needs and Disabilities.

Some children have barriers to learning that mean that they have special needs and disabilities which require particular action by school. Teachers take account of these requirements and make provision to support individuals or groups of children, which enable them to participate effectively in all aspects of their daily life. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs and disabilities either throughout or at any time during their learning journey at South Ossett Infants'.

3. Aims and objectives of this policy

The aims of our Special Educational Needs Policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To identify and provide for pupils who have special educational needs and disabilities
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with children with special educational needs
- To raise the aspirations of and expectations for all children with SEND.
- To provide a focus on outcomes for children and not just hours of provision/support

At South Ossett Infants' Academy, we aim to achieve this by:

- Creating an environment that meets the special needs of each child.
- Ensuring that the special educational needs and disabilities of children are identified, assessed and provided for.
- Enabling all children to have full access to all elements of the Academy curriculum.
- Making clear the expectations of all partners i.e. parents, practitioners and outside agencies, in the process.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.
- Ensuring that parents and Academy work in partnership to support each child's education.
- Ensuring that our children have a voice in this process.

4. Inclusion

Our definition of inclusion is everyone feeling that they belong, that they can join in and be the best that they can be

At South Ossett Infants' Academy we have high expectations of all our children. We aim to offer excellence, enjoyment and choice to each child regardless of their ability or needs and endeavour to remove all barriers to learning and participation. All our children are a valued part of our Academy community.

Through appropriate curricular provision we respect the fact that children:-

- Have different needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences in order to achieve their potential.

Teachers respond to children's needs by:

- Creating an inclusive classroom and school environment that supports all learners.
- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in all areas of the curriculum.
- Helping children to manage their emotions and behaviour and to take part in learning effectively and safely.

5. Identifying Special Educational Needs

Children with special educational needs and disabilities have difficulties that call for additional provision to be made. At South Ossett Infants' Academy we identify the needs of children by considering the needs of the whole child and not just the special needs or disabilities of the child.

We classify children as having a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.

We classify children as having an emotional difficulty if:

- They are unable to conform to the expected norms of behaviour displayed by the vast majority of our children in school.

We classify children as having a disability if

- It is physically difficult for them to make use of the educational facilities that are provided for children of the same age.
- They have a diagnosed medical condition which requires intervention.

Most of the children join our Academy in Foundation Stage, where early intervention is undertaken where appropriate. If a child with special needs or disabilities has been identified prior to entry into Foundation Stage they may already have a Supporting Me to Learn Plan, My Support Plan or an Education Health and Care Plan in place. In addition, upon entry, all of our children are assessed so that we can build upon prior learning and plan for future learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have learning or emotional difficulties, we use a range of strategies that make full use of all available classroom and Academy resources. This level of support is called SEND support. The child's class teacher, supported by the Special Needs Co-ordinator, will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

The class teacher works in partnership with the parents regarding their child's development and draws upon them for additional information.

We record the strategies to be used to support the child within a Learner Profile and a Supporting Me to Learn Plan; The Plan, Do, Review sheet shows specific short-term targets set with the child and the teaching strategies to be used. It also states a date when it is to be reviewed and evaluated. In most cases this review will take place with significant parties, i.e. teacher, practitioners, parents and where appropriate SENDCO and child, each half term.

We have half termly meetings between staff where we discuss "children giving cause for concern." These may be children already on The Special Needs Register or children who are experiencing new or ongoing difficulties. At these meetings we review current practice and identify areas for development for each child.

If either the Learner Profile, Supporting Me to Learn Plan, or the above meeting identify that support is needed from outside services we consult parents prior to any support being sought. Children are then seen in the Academy by external support services. This may lead to additional or different strategies to those at SEND support. External support services provide information and resources, which are used to inform the next and subsequent Supporting Me to Learn Plans which are implemented, wherever possible, in the child's normal classroom setting.

If it is identified that the child has significant ongoing needs, school will work with parents and outside agencies to produce a My Support Plan, which will identify long and short term targets. This plan will be reviewed as necessary and may be submitted to SENART for consideration for an Education Health Care Plan

In exceptional circumstances many agencies may be involved in the development and support of the child. If this is the case a Health, Education and Care Plan may be set up to meet the child's needs fully. This is a coordinated plan which ensures the child receives the right support, from the right agency at the right time. This plan is then used to help determine the level of support needed for the child to make appropriate progress.

6. A Graduated Approach to Send Support

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid each child's academic progression.
- Teachers are responsible and accountable for the progress and development of all of the pupils in their class
- Children are identified as having SEND if they do not make appropriate progress once they have all the interventions/ adjustments and good quality personalised teaching
- Involvement of outside agencies will be requested on appropriate referral forms and advice acted upon.
- My Support Plan (MSP)
- Request for an Education, Health Care Plan will be made.
- Education, Health Care Plan in place
- Where appropriate a Team around the School plan may be used instead of or in addition to this

7. Managing Pupil Needs

Children are initially supported by a Learner Profile and if appropriate a Supporting Me to Learn Plan using a "Plan, do, review" cycle. Outcomes are reviewed half termly by the class teacher, children, parents and other relevant parties. The managing of pupils needs is personalised. The pupil's viewpoint is sought and recorded.

8. Criteria for Exiting

Children are removed from the register when they are judged to be working within age related expectations in the area or the areas of concern. This will usually be at a SEND staff meeting and be a joint decision between all relevant parties.

9. Monitoring and Evaluation

- By monitoring the SENDCO has an overview of the progress of children within the SEND system in school.
- Staff hold regular meetings to monitor the progress of children with special educational needs and evaluate SEND provision in school.
- Pupils views are sought.
- The SENDCO is involved in supporting teachers to write and evaluate Personal Plans.
- Parents views are sought throughout the process.
- The Governing Body reviews this policy.

10. Assessment

We believe that early identification of any special needs is vital. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The Class Teacher and SENDCO assess and monitor the children's progress in line with existing Academy practices. This is an ongoing process. If appropriate, Wakefield Progression Steps will be used. The SENDCO works in partnership with parents, teachers and practitioners to plan an appropriate programme of support.

The L.A. seeks a range of advice before making an Education, Health and Care Plan. The needs of the child are considered to be paramount in this.

11. Training and Resources

The Headteacher/SENDCO is responsible for identifying and providing resources for children with special educational needs. The Headteacher, who is also the SENDCO, informs the Governing Body on SEND in school. This is done half termly at the full Governing Body meeting. Some Practitioners may be employed by the Academy to specifically support pupils with SEND on a long- or short-term basis. The Headteacher allocates time to fulfil her SENDCO role. Staff are released to attend relevant meetings and courses where a training need has been identified. The SENDCO attends network meetings involving all schools in EOCT to liaise and share good practice.

12 Roles and Responsibilities

SENDCO

In our Academy the SENDCO:

- Manages the day-to-day operation of this policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Acts as a link with parents where appropriate
- Supports and advises colleagues.
- Supports staff writing Learner Profiles, Supporting Me To Learn Plans and My Support Plans
- Gives advice and support regarding interventions.
- Tracks attainment and progress of children on the register of special needs each half term.
- Leads half termly SEND meetings.
- Oversees the records of all children with special educational needs.
- Acts as a link with external agencies where appropriate.
- Monitors and evaluates the special educational needs provision and provides the headteacher with information to report to the governing body.
- Creates an end of year report to present to the governing body.
- Tracks and evaluates the attainment and progress of the children with Special Educational Needs.
- Manages a range of resources to enable appropriate provision for children with special educational needs.
- Attends INSET courses and contributes to the professional development of all staff.
- Chairs annual reviews of children with an Education Health Care Plan.

The Special Needs Co-ordinator is **Mrs Tina Shute**

Practitioners

Practitioners play a vital part in the delivery of the curriculum to children with special needs. They support groups of children and individual children. The practitioners carry out many of the activities identified in Personal Plans and are involved in the evaluation and writing of the above. They all access relevant training as needed. Teachers share their planning with the practitioners so that they can fulfil their role.

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities and ensures that all staff are aware of the importance of providing for these children. As part of the governor newsletter governors report annually to parents regarding the delivery of support for children with special educational needs and disabilities. The Headteacher on behalf of the governing body ensures that parents are notified of a decision by the Academy that SEND provision is being made for their child.

The Governing Body has an identified governor who has specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision and monitors that provision in school.

The SEND Governor is **Miss Rachael Walker**

The Head teacher:

- has designated safeguarding responsibility
- is responsible for managing funding
- is responsible for managing the school's responsibility for meeting the medical needs of pupils

13. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities, and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning. If a child is working below National Curriculum levels progress is measured using Wakefield Progression Steps.

Personal Plans, which employ a small steps approach, feature significantly in the provision we make in our school. By breaking down the existing levels of attainment into finely graded steps and targets we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times however when, to maximise learning, we ask children to work in small groups or in a one to one situation outside the classroom.

Also see Accessibility Policy Document

14. Supporting Pupils and families

The Academy works in partnership with parents to support those children with special education needs and disabilities and we encourage an active partnership through an ongoing dialogue with them. The Academy's website contains details of our policy for special educational needs and the arrangements made for these children in our school.

We have regular meetings to review the progress of children with special educational needs. Children and parents are included in this process. We seek parents' permission before outside intervention can take place and we share the process of decision making by providing clear information relating to the education of children with special needs.

Personalised transition plans are put in place whether moving from class to class, across key stages or to another school. We signpost families to the Local Offer, the link is located on the SEND page of our school website.

15. Pupil Participation

Pupils, supported by their parents, are aware of and contribute to and review their targets, where appropriate. Deployment of additional staffing and resources assure that all curriculum experiences are available to all of our pupils. This is in compliance with the Equality Act 2010

16. Storing and managing information

All records are stored on the server, any paper-based records are scanned into this. Class teachers are responsible for the storing and managing of information, overseen by the SENDCO. When a child on the register transfers to another school we photocopy the records (or transfer the digital file) and hand deliver the requested information to relevant staff at the new setting or send these by special delivery where hand delivery is not possible. The school is moving towards the use of CPOMs for SEND files.

17. Dealing with complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then if unresolved, solely by the Headteacher. The governor with responsibility for SEND/ Inclusion may become involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

18. Bullying - See Anti Bullying policy

19. Supporting pupils with medical needs- See Policy