



ESUK
Special Educational
Needs
Policy
2017

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SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1: DEFINITION AND AIMS

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

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- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. We acknowledge that a proportion of pupils will have SEN at some point in their school career. Some of these pupils may require help throughout their time at school, whilst others may need a little extra support for a short period to help overcome temporary needs.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- **W**ork collaboratively with support services
- ensure that the responsibility held by all staff for SEN is implemented and maintained

The success of the school's SEN Policy will be judged against the aims set out above and measured by:

- Pupil progress evidence and SATS results
- Feedback from parents at review meetings
- discussions with pupils
- dialogues with teachers and teaching assistants
- feedback and dialogue with outside agencies and other professionals

A2: ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class and to be aware that these needs may be present in different learning situations

Governors

The Governors of the school, together with the Principal, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with SEN, and for doing their best to ensure that the necessary provision is made for any pupil who has SEN. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body, Jackie holderness, together with the Head of Primary and the SENCo, is actively involved in self-review of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Sarah Kynoch. She works closely with all staff, the Headteacher, parents and outside agencies, ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- supporting class teachers in devising strategies and setting targets appropriate to the needs of the pupils
- helping to identify children with special educational needs, assessing and planning for progress
- acting as Designated lead for LAC
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- planning the in-service training of staff
- maintaining the school's SEN register and SEN records
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Head of Primary
- supporting the professional development of teaching assistants
- regularly liaising with the SEN Governor

Teaching Staff

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for

- including pupils with SEN and providing an appropriately differentiated curriculum
- drawing on SENCo advice on assessment and strategies to support inclusion
- working with children on a daily basis and closely monitoring children involved in interventions away from the main class.
- working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching Assistants (TAs)

TAs work as part of a team with teachers and SENCo to support pupil's individual needs and helping with inclusion of pupils with SEN in the class. They play an important role in observation and monitoring progress. They contribute to review meetings.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies

A3: CO-ORDINATING AND MANAGING PROVISION

The Head of Primary and SENCo meet frequently to discuss SEN issues. The SENCo meets with class teachers to give support and advice.

SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the Raising achievement Plan. The SENCo tracks all provision with a provision map. The SENCo meets regularly with staff, to review progress and give advice, and is involved in the placement of TA support throughout the school. This is dependent on SEN requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns. The SENCo ensures that staff can easily access the school SEN policy, the SEN register, the overview of SEN provision from the school prospectus, a class SEN file relating to pupils and their provision, including targets

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Education, Health and Care Plans and organises termly reviews including an Annual review, which will involve all interested parties. Where there is a concern that parents need extra support, the staff would refer them to the SENCo. If the situation becomes more worrying, the CAF/TAF process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

A4; Admission Arrangements

Europa School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. The ESUK trustees shall ensure that pupils with SEN are admitted on an equal basis with others in accordance with the ESUK's admissions policy.

Where a local authority proposes to name the ESUK in a statement of SEN made in accordance with section 324 of the Education Act 1996, the ESUK shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the ESUK shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.

In the event of any disagreement between the ESUK and a local authority over the proposed naming of the ESUK in a statement, the ESUK may ask the Secretary of State to determine whether the ESUK should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.

If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of the ESUK in the child's SEN statement or asking the Tribunal to name the ESUK, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.

Where the ESUK has consented to the ESUK being named in a child's statement of SEN, or the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the ESUK shall admit the child to the ESUK.

A5: SPECIALISMS AND SPECIAL FACILITIES

Specialist training among the staff

Children's SEN are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate.

All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

There are ground floor classrooms available for pupils who have mobility issues and may need wheelchair access. There are plans to make sure this facility will be part of the site development plan.

Where a child has a disability, the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs and the SENCo makes sure that this advice is accessible to the adults working with the child.

Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy and Accessibility Plan).

The SENCo and Governor with responsibility for Special needs liaise to discuss provision within the school for all children with SEN.

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1: ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Europa School, as part of normal budget planning, has a strategic and transparent approach to using resources to support the progress of pupils with SEN. Europa School provides targeted support from their notional SEN budget. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding. (SEN Code of Practice 2014)

B:2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children at ESUK is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Europa School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). Oxfordshire SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the pupil's SEN Individual provision tracker.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Condition (ASC) including Asperger's and Autism

- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with a healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

B3 CURRICULUM ACCESS AND INCLUSION

ESUK strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children
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Any pupils with particular needs are included as fully as possible into the normal classroom environment and where appropriate the curriculum is adjusted. Where pupils are withdrawn from class, to work with a TA or the SENco, this is done sensitively and with a clear intervention or purpose in mind.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the national curriculum and in their personal development.

B4: EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators (through team-teaching, observation and data analysis)
- Analysis of pupil tracking data and test results – for individual pupils
- for cohorts
- Value-added data for pupils on the SEN register
- Annual monitoring of procedures and practice by the SEN governor
- School self-evaluation
- Monitoring the quality of Independent provision trackers and review meetings

B5: COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head of Primary and/or SENCo, to discuss the concern. Parents can request an appointment with the Head of Primary directly. **SENDIASS Oxfordshire** is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Principal and/or the Head of Primary in the first instance. Parents may also contact the Governing Body.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1: STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes: school-based whole school INSET; training sessions for TAs; SENCo and TA meetings; attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions and County provision. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the Head of Primary, or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.

There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At ESUK we encourage pupils to participate in their learning, by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. Confident young pupils who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

C5 LINKS WITH OTHER SCHOOLS AND TRANSITION ARRANGEMENTS

At ESUK there will be no Year 6 transfers, or internal transfers until 2017-2018. In the meantime, we note here how we would wish to handle transfers which will follow the guidelines of the European school system (<http://www.eursc.eu/index.php?id=205>) Transition from ESUK Primary to ESUK Secondary is the expected route of ESUK primary pupils.

The SENCo, class teachers and Head of Primary liaise over the internal transition of pupils with SEN and pupils visit their new class before transition.

Year 6 children transferring to a different Secondary Schools have the chance to visit the new school for a day. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.