



Special Educational Needs and Disability Policy

Reviewed September 2020

Background Information

In July 2014, the Government created a new SEND Code of Practice, to reform the way in which provision and support is made for young people with special educational needs and/or disabilities (SEND). More details about this reform and the SEND Code of Practice (2014) can be found on the Department of Education's Website:

www.education.gov.uk/schools/pupilsupport/sen. For a more comprehensive list of changes from the previous SEN Code of Practice (2001), please read the information below headed 'Principal Changes to the New Code of Practice 2014'.

One of the significant changes arising from the reforms is that Statements of Educational Needs (for those children with more complex needs) has now been replaced with a new Education, Health and Care Plan (EHC). These plans are being supported by an EHC Pathway. More information in relation to this new Local Offer can be found on Oxfordshire County Council's website: www.oxfordshire.gov.uk/sen

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available to families in Oxfordshire whose children have an EHC Plan and as well as those who do not have a plan, but still experience some form of special educational need.

Principal Changes to the New Code of Practice 2014

- The Code of Practice (2014) includes guidance relating to disabled children and young people as well as those with SEND. Where a child requires special educational provision over and above the aids and services required by the Equality Act 2010, they will now be additionally covered by the SEND definition. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, epilepsy and cancer.
- There is a clearer focus on the participation of children and young people and their parents in decision-making at individual and strategic levels.
- There is a stronger focus on setting high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close cooperation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEND or disabilities.
- There is a new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND (replacing School Action and School Action Plus).

- For children and young people with more complex needs a co-ordinated assessment process and the new EHC plan will replace Statements and Learning Difficulty Assessments LDAs
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.

Definitions of Special Educational Needs and Disabilities (SEND) taken from Section 20 of the Children and Families Act 2014

A child or young person has special educational needs 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, or a young person, has a learning difficulty or disability if he or she:

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

A child or young person does not have a learning difficulty or disability solely because the language in which he or she is taught is different from a language which is (or has been) spoken at home.

Introduction

The Hendreds School is proud to provide a broad and balanced curriculum, combined with an inclusive and stimulating learning environment for all our children, in order to achieve and succeed. But we recognise that all children have unique educational needs – all of which have to be met during their time in school. So when planning, our teachers set suitable learning challenges and respond appropriately to those, in order to meet the children's diverse learning needs. However, there are some children whose pattern of development and learning indicates that special support is required. These barriers to learning mean they have special needs and require particular action from our teachers and staff at school.

These requirements are likely to arise as a consequence of a child having a special educational need or disability (SEND). Children may have SEND throughout their entire school career or just at some point during their time in education. Our policy, at The Hendreds, is to ensure that curriculum planning, assessment and all that school-life offers, takes into account of the type and extent of the difficulty experienced by the individual child and make provision, where necessary, to support and enable them to participate effectively in a full and varied curriculum.

Aims and Objectives

At The Hendreds, we aim:

- To create an environment that meets the special educational needs and/or disabilities of each child;
- To ensure that special educational needs and disabilities are identified, assessed and provided for. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- To make clear the expectations of all partners in the process, particularly when the pupil's needs cannot be met by the school alone.
- To identify the roles and responsibilities of staff in providing for children's SEND
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education. This includes not only the school working with the parents to gain a better understanding of their child, but also involving them in all stages of their child's education – in terms of understanding SEND procedures and practices as well as providing regular feedback in their child's progress
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through the school by wider opportunities such as residential visits, school plays, sport teams, playground 'watchdogs' and lessons in philosophy.

Educational Inclusion

We have high expectations of all our children and those with SEND are given equal opportunities to take part in all aspects of the school's provision (as far as is appropriate).

We want to offer excellence and choice to all, whatever their ability or needs and aim to achieve this through the removal of barriers to learning and participation. We also want our children to feel that they are a valued part of our school community and will achieve this through appropriate curricular provision. This being said, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

All our teachers are teachers of SEND. Effective planning, differentiation, clear objectives and the continuous development of professional knowledge and skills are all key aspects of our provision. Through this knowledge and skill development, our teachers respond to children's needs by:

- 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 learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Education Needs and/or Disability at The Hendreds

Provision for pupils with SEND is a matter for the school as a whole. All schools have a SEND Co-ordinator who is responsible for overseeing the provision of SEND as well as co-ordinating with the class teachers on the day-to-day provision of education. Our SENDCo. is Miss Yasmin Humphreys.

In line with the recommendations in the SEN Code of Practice 2015, the SENDCo, together with the Headteacher, is responsible for

- Overseeing the day to day operation of this policy and co-ordination of SEND provision in partnership with the senior leadership team.
- Overseeing the records on all children with SEND.
- Liaising with the parents of children with SEND in conjunction with the class teacher and Head.
- Contributing to/leading in-service training of staff.
- Liaising with external agencies, including the local authority's support and educational psychology services, Early Years providers, other schools, health and social services and voluntary bodies.
- Being a point of contact, along with the Head, with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned.
- Monitoring and evaluating the provision and reporting to the SEND Governor and subsequently to the full governing body;
- Working with the Head and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The term 'Special Educational Needs and/or Disability' covers a range of needs including provision for children who are at both ends of the spectrum in terms of attainment; those who may have emotional and/or behavioural problems and those who may have physical challenges to overcome.

Identification and Assessment

Early identification is vital and offering a graduated approach to support has always been a high priority. Our class teachers inform the parents at the earliest opportunity to alert them to concerns and enlist their help and participation. The class teacher and SENDCo assess and monitor the children's progress in line with existing school practices. We use a range of strategies that makes full use of all the available and classroom resources. The child's teacher may also offer interventions that are different from or additional to those provided as part of the school's working practices. Our teachers will keep parents informed and draw upon them for additional information.

The SENDCo, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and will take the lead in further assessments of the child's needs. The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Strategies used to support the child are recorded within the teachers' own planning. If support is needed from outside services, we will consult with parents prior to any support being actioned. In most cases, children will be seen in school by external support services.

This may lead to additional or different strategies being used to those in school. External support services will provide information for planning for the child's learning and will, wherever possible, be implemented in the child's normal classroom setting.

If a child has lifelong or significant difficulties, the school (and parents) may decide to apply for an Education, Health and Care Plan. This will occur when the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing, planning and identifying resources, is required. Further information about EHC Plans can be found via the SEND Local Offer www.oxfordshire.gov.uk/sen.

SEND Support

Where it is determined that a pupil does have special needs, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided is a continuous cycle of assessing, planning, doing and reviewing allowing for the provision to be refined and revised as the understanding of the pupil grows. It also enables us to identify those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum which must be differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- 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. Their lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

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, though, when to maximize learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

The Hendreds School believes that a close working relationship with parents is vital in order to ensure that identification and assessment leads to appropriate intervention and provision.

By working closely with parents, we encourage an active partnership through an ongoing dialogue, as we strongly believe parents have much to contribute in the social and academic progress of their children. We have regular meetings to share information and inform them of any outside intervention and decision-making.