

SEND Policy



Special Educational Needs

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (06.2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Oakwood High School SEN Policy - updated 2019

The name of the SENCO at Oakwood High School is Ms Louise Grice.

Qualifications held:

Louise holds QTS and has the National Award for SEN gained in 2012. Louise is also a Specialist Leader of Education with a specialism in SEN.

Louise is a key leader with the school but is not a member of the Senior Leadership team. The key advocate of SLT for SEN is: Donna Tank

School's ethos:

With a strong ethos on respect for all, we forge effective and supportive relationships with both pupils and adults in our learning community. Together we maximise every opportunity to achieve success for all, inspiring pupils to achieve academic progress.

It is important to remember that every teacher is a teacher of every child or young person including those with SEN.

The Policy was developed through the work of the Oakwood Learning Community's Strategic Leadership for SEN/D provision group.

The Policy has been shared via whole school staff training and is available on the school's website for parents and carers to view: <http://www.oakwood.ac/>

AIM:

The aims of the Policy are:

- To ensure that there is a consistency of approach throughout all key stages towards the identification of SEN.
- To identify need early and timely intervention is put in place.
- To ensure a smooth transition across Key Stages for all pupils and that information is shared as to how to meet need.
- To involve parents, pupils and in others in developing a partnership of support enabling full confidence in strategies adopted by the school.

Identifying Special Educational Needs.

At Oakwood High School we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to Quality First Teaching.

We recognise that there are many factors such as;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

that may impact upon progress and attainment, however should not be classified as a SEN.

The SEN Code of Practice (2014) states that “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (p.94)

The Code Of Practice outlines four broad areas of need that should be planned for the school. The purpose of identification is to work out what action the school needs to take and should not be used to fit a pupil into a category. In practice, individual pupils often have needs that cut across all of these areas and pupil's needs may change over time. (SEN Code of Practice, 2014)

The Code Of Practice (DfE, 2014) describes the Broad areas of need as:

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said

to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making

use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEN Code of Practice, DfE, 2014: 97-98)

It should be noted that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

It is also made clear in the new SEN Code of Practice that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. (page 96)

A Graduated Response

All pupils at Oakwood High School have access to Quality First Teaching. What Quality First Teaching looks like and includes is included in the appendix.

At Oakwood High School we operate a graduated response to identify needs, any concerns about pupils needs could be raised by anyone who is involved in the pupils education, including teacher, parent, pupil, SENCO, Learning Support Assistant.

For any pupil who is struggling, the first step is always the classroom teacher who will assess what the pupil needs, and put in place an appropriate differentiation via quality first teaching and review at a suitable point in consultation with parents and the pupil.

If no progress has been made, then they should seek advice from the SENCO, who will endeavour to further assess needs and provide advice in consultation with parents and the class teacher and any other key players involved in the pupils education (HoH/PLT)

At Oakwood High School, we work closely with our primary feeder schools and most pupils are already identified as receiving SEN support. Early identification is key to pupils success. The Learning Community have worked together to agree on the identification of SEN.

OHS undertakes robust methods in Quality Assurance of the teaching that pupils access. Those at risk of underachievement can therefore be highlighted via regular and rigorous data assessment points. All members of teaching staff undergo regular training in respect of current strategies and SEN Policy. All Staff are encouraged to continue their own professional development and identify any training needs. Dialogue between all professionals in school is key to ensuring that any needs are identified.

Pupils will only be registered on the SEN register with consultation and in agreement with parent/carers and if appropriate the pupil. This will also be after a series of responses and interventions that have been tried and the pupil has made little or no progress towards the targets set and requires further and more personalised interventions support to meet their needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants. It is always the case that high quality teaching and differentiation is the first step in responded to pupils who may or have SEN.

The decision to allocate special educational resources will always be in consultation with the teacher, the SENCO, parent and pupils dependant upon the pupil's need. This process will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

At Oakwood High School we will use the ASSESS – PLAN - DO – REVIEW model as outlined in the CoP which will also include reviewing at agreed points in conjunction with parents and school.

Parents, families, and pupils are involved at every step of the process using the principle of No decision about me, without me.

Identification and Support for SEN at Oakwood High School.

Most pupils who have a Special Educational Need will have already been identified by their primary school prior to transfer to Oakwood High School. Relevant information sharing will have taken place.

All pupils to access Quality First Teaching
All pupils are tracked via the school's data system

- Concerns raised by:
- Parent/carer
 - Pupil
 - Subject staff/HoLZ
 - PLT/HoH
 - ARC staff

Parents informed of concerns at a meeting.

Lower level of concern:

Subject staff plans support and differentiation within a clear time frame.

Progress reviewed.

On track – no further concern

Support and differentiation continue.

Review of PSP and future planning discussed with parents and pupil.

Pupil on track – no further concerns and therefore removed from SEN register

Higher level of concern:

SENCO/HoH involved and meeting arranged.
Discussion with subject staff, parents, and pupil.
Type of need and support identified and recorded on Pupil Support Plan. Pupil is placed on the SEN Register at K.

Pupil Support Plan (PSP)

In school assessment

Cycle of Assess, Plan, Do and Review

Review of targets set and plan of action.

Additional and different support allocated.

Review identifies external advice is needed.

Support requested from outside agencies for advice and possible assessment. Continue with Assess, Plan, Do and Review. Detailed Pupil Support Plan continues.

Parental consent is gained for involvement of outside agencies. Advice received is shared with parents.

Parents and pupil involved in application to LA

Reviews conclude that the level of support needed is above what is reasonable of the school, a request for an Educational, Health and Care Plan may be needed.

Request refused. Support continues at school level.

Request accepted. Move to LA assessment process.

Criteria for Exiting the SEN Register

It should be noted that the SEN Register at Oakwood High School is a fluid working document. Pupils can be placed on the SEN register as well as removed from the register. This will always be done in consultation with key stakeholders, including parents and where appropriate, pupils.

Support for Pupils and Families

The SEN Code of Practice states that Local authorities must publish a Local Offer, which sets out in one place information about the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up to date information about provision that is available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholders in its development and review.

The Local Offer can be found by visiting this website:

<http://www.rotherhamsendlocaloffer.org/>

Oakwood High School has a statutory duty to provide a SEN Information report. This can be found on the school's website.

Oakwood High School will liaise with outside agencies where appropriate, to provide a full package of support for the family and pupil.

Oakwood High School has a clear admissions policy which can be located in the Appendix.

Pupils will be screened for any access arrangements with regards to public examinations, and based on a clear history of need and criteria met which is outlined in the JCQ booklet for Access Arrangements, pupils who meet the criteria will be given access to the arrangements that is appropriate to their need.

Oakwood High School is part of the Oakwood Learning Community which allows work to take place across the schools. The SENCOs within the Learning Community have forged positive working relationships via the Strategic SEN/D leadership group. This also allows for information to be passed to one educational setting to the other. Those pupils who are identified as needing additional transition are offered it and this applies throughout all Key Stages and transition to post 16 provision.

For pupils in Year 6, transition days are organised at Oakwood High School, introducing pupils to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENCO and Transition Mentor visit the feeder primary schools to meet and work with the pupils.

For older students selecting their options in year 8, Oakwood High School staff will guide pupils as to the most appropriate choice, again in full consultation with parents and carers. The SENCO may be contacted to discuss choices for students with SEN.

For students in Year 11 – A guidance advisor and the SENCO will work with our SEN pupils and their parents in order that they can make an informed decision about post 16 choices and go onto a successful transition in to post-16 education.

Supporting Pupils at School with Medical Conditions

At Oakwood High School, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and they may have a Statement of SEN, or Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEN provision. In these circumstances, the SEN Code of Practice is followed.

Pupils' medical needs are met through the school's policy on managing medical conditions of pupils. A copy of this Policy is available upon request.

Monitoring and Evaluation of SEN/D

It is recommended that the SEN Policy is reviewed annually, and Oakwood High School will review its Policy under these recommendations.

Oakwood High School will contribute to the Local Offer that the Local Authority is required to publish. As part of this Oakwood High School will review and update its contribution at least once a year or sooner if deemed appropriate to.

The SEN report will be published annually. Its contents will be reviewed annually and impact noted.

Pupils and parents views will be gained on the SEN provision they are accessing before and during review meetings.

Training and Resources

Oakwood High School as an Academy school receives funding directly to the school from central government to support the needs of learners with SEN. Oakwood High School also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

The Oakwood Learning Community is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

The training needs of staff are identified through appraisal. It is also identified when appropriate to update on new policies/practice to meet the emerging needs of pupils.

It should be noted that all staff are responsible for identifying their own training needs and seek support/advice as appropriate, whether this be from the SENCO and/or other staff with areas of expertise.

All teachers and professional support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Key information is also shared with regards to pupil needs on the first INSET day of the academic year.

The SENCO (Louise Grice) will regularly attend the Local Authority's network meetings in order to keep upto date with local and national updates in SEND.

Role and Responsibilities

The school employs Learning Support Assistants. Their ultimate role is to provide additional support within the classroom for pupils, to work alongside the teacher to ensure that pupils with additional educational needs are included within the classroom. The SENCO is responsible for overseeing their deployment across the school, however, the teacher in the classroom should liaise with them re the needs of pupils.

Oakwood High School's safeguarding team is as follows:

Chris Eccles – Deputy Headteacher, Designated Safeguarding Lead.

Louise Grice – Designated Teacher for Looked After Children,

Eileen Ronan – Deputy Designated Safeguarding Lead and Designated Teacher for Looked After Children

Rachel Mallinson – Child Protection Officer and Deputy Designated Safeguarding Lead

Pupils with medical needs are supported via the First Aid and attendance team in school and in conjunction with the SENCO where appropriate.

Storing and managing Information:

Please refer to our data protection Policy with regards to how we store and share information.

Reviewing the Policy:

The Policy will be reviewed every 3 years.

Accessibility

All schools are required to produce accessibility plans.

The Accessibility Plan is available upon request.

Complaints

The school works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and heard through the school's complaints procedure.

Bullying

The school has a zero tolerance approach to bullying. It will actively work with all parties to ensure that no pupil feels unsafe at school.

As a school we work hard to ensure that unacceptable behaviour is challenged and as a school re-tracking work is carried out with pupils to ensure that they have time to examine the consequences of their behaviour.

The school's bullying Policy is available upon request.