

Osmaston Primary School
Special Educational Needs and/or Disabilities
Policy



At Osmaston Primary School every learner is valued as an important individual who is entitled to participate in all school activities to the best of his or her ability.

Each learner is encouraged to help others and accept everyone for what and who he/she is.

Osmaston Primary SENDCo: Mrs Margaret Relf
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Basic Information about the School's Special Educational Provision

The Objectives of the SEND Policy

The policy has been developed in consultation with all teaching staff, non-teaching staff and the Governing Body to reflect the changes to SEND provision arising from the new Code of Practice which came into force on 1st September 2014.

Aims and Objectives

- To ensure all teachers are responsible for every child in their class including those with SEND
- To ensure early identification of SEND
- To include all learners whatever their needs as part of the school family
- To help learners to be confident and independent
- To ensure access to a broad and balanced curriculum for all learners
- To foster a good working relationship involving learners, parents and staff
- To liaise appropriately with outside agencies
- To maximise provision within the SEND budget
- To review learners' progress at regular intervals
- To consider and include the views of the learner through use of One Page Profiles
- To use child centred SEND Target Planning to monitor the progress of SEND pupils

Educational Inclusion

At Osmaston Primary School we acknowledge 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

The Role of the Governing Body in Ensuring Provision for Learners with SEND

- The link governor is Mr. Chris Wynn
- The SEND policy is agreed by the Governing Body
- Information on Special Needs provision forms part of the Headteacher's report to governors as appropriate
- Budget provision for Special Needs is approved by the Governing Body
- The Governing Body is responsible for ensuring that the SEND Information Report is published on the school website

Responsibilities for Special Educational Needs

The person responsible for the day to day provision of education for learners with SEND is the SENDCo Mrs Margaret Relf who is a qualified teacher of Dyslexia with AMBDA accreditation and holds the National Award for SEN as well as acting as a member of the Senior Leadership Team.

The Headteacher delegates responsibility for the organisation and implementation of SEND to the SENDCo who keeps her updated on all matters. Any new concerns are brought to the attention of the Headteacher. The Governing Body is consulted and updated where necessary.

The Arrangements for Co-ordinating Provision for Learners with SEN

- The SENDCo has overall responsibility for the day to day operation of the SEND policy
- Individual records are kept in a class Inclusion folder. SEND Target Planning can be updated at any time if necessary, but at least three times per year
- The school is committed to pupil-centred Target Planning
- SEND matters are considered at staff meetings on a regular basis
- New initiatives are discussed at dedicated staff meetings
- When new needs are identified for learners a new Target Plan will be set up or an existing one amended as appropriate. Any information from outside agencies and parents will be distributed by the SENDCo to relevant staff. Information that may affect everyone is passed on at staff meetings e.g. illnesses/medical conditions
- Any action required in an emergency is posted on the staff notice board

Admission Arrangements

Admissions are conducted in accordance with the School/ Local Authority Admissions Policy. Parents are asked about their children's special educational needs and any needs are taken into consideration. Parental permission will be sought to discuss a child's particular needs with the previous school and /or pre-school placement. If the child has an Education Health Care Plan the Local Authority will be consulted.

The School's Policy for Identification, Assessment and Provision

Arrangements by the Governing Body to Ensure the Allocation of Resources

- The Governing Body gives this responsibility to the Headteacher
- The SENDCo reviews the allocation on a termly basis
- The SENDCo reports to the Headteacher regarding SEND provision on a regular basis. In turn the Headteacher reports to the Governing Body's Facilities Committee and the Standards and Curriculum Committee on the SEND provision within the school

Identification of Learners' Needs, Assessment, Monitoring and Review

The Code of Practice (2014) identifies four main areas of need – individual needs may be complex and fall into more than one area:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical/Sensory
- Specific needs are identified as part of the school's overall assessment procedures, which include SATs in Years 2 and 6 and teacher assessment in other year groups to give a full picture of each learner's individual progress and how this compares with other learners of the

same age. This allows the school to identify, as early as possible, learners with special educational needs

- The knowledge and views of parents are also taken into consideration when judging a learner's need for support
- Pupil Progress Meetings are held each half term for all children in school
- If there is a concern raised by parents or school over a child's progress, they will be closely monitored for three months – **Internal Monitoring**
- If assessment, target evaluation and progress show that a learner requires provision that is additional to or different from the normal differentiated curriculum, the procedures for **SEN Support** as set out in the SEN Code of Practice (2014) are followed. A Target Plan will be produced, in consultation with the SENDCo, the class teacher, pupil and parents
- One Page Profiles will be completed in July to provide the receiving teacher with a 'pen portrait' of the child's needs upon transition
- The advice of relevant outside agencies will be sought
- Parents will be consulted at least three times a year. They will be given copies of the Target Plan and invited into school to discuss their child's needs with the SENDCo who will explain how they can best support their child at home
- A limited number of learners are referred to the Local Authority for statutory assessment and they may receive an Education Health Care Plan (EHC Plan). They have a statutory annual review to check their progress and whether their needs are being met following the guidelines set down by the Local Authority
- At all stages learners are encouraged to take part in their target setting and review of progress
- **SEN Support** could be set up in the Early Years Foundation Stage if needs become apparent
- A child may be removed from the SEND list when achievement and progress falls in line with that of his/her peers
- Children with a recognised disability will remain on SEN Support to ensure that their needs are met on a continuing basis

Arrangements for a Broad and Balanced Curriculum, Including the National Curriculum

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND
- Teachers provide for 'special needs' learners through their planning by providing relevant differentiated work. Learners receive a broad and balanced curriculum suitable for their age group
- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Where learners cannot achieve National Curriculum Programmes of Study then PIVATs Performance Indicators will be used to set targets from Year 1 onwards

Arrangements to ensure that Learners with SEND join in Activities in the School/Integration Activities

- All learners are invited to join in all school activities at their own level
- They take part in clubs, participate in visits, sports activities, concerts and other performances
- Study Buddy support may be used to enable this to happen
- All pupils are encouraged to support their peers

Arrangements to Support Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have special educational needs and/or a disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed
- Whilst the administration of medicines is the responsibility of parents/carers, the school has a professional and legal duty to safeguard the health and safety of pupils. Children have the right to be educated and should not be excluded purely as a result of requiring medication.
- Osmaston Primary School has adopted the Derby City guidelines for the Administration of Medicines in School which can be found here:
http://osmastonprimaryschoolderby.co.uk/uploadedfiles/documents/15-1370945841-administration_of_medicines_in_schools_-_guidelines_and_codes_of_practice.pdf

Arrangements Made by the Governing Body to Evaluate the Success of the Educational Provision for Learners with SEND

- The aims and objectives of the SEND policy are used in evaluating its effectiveness
- Benchmarking is used to compare the school's SEND provision across the school and also with other schools
- The school tracking system is used to monitor the progress of all children with SEND

Arrangements by the Governing Body for Considering Complaints from Parents of Learners with SEN Relating to Provision made at School

- The School's website sets out the procedure for complaints.
- Parents are invited to ask questions about this provision at a meeting with the class teacher and/or the SENDCo.
- If parents have any complaints about SEND which cannot be resolved the Headteacher will be consulted. If no agreement can be reached the parent may appeal to the Governing Body, who will refer the matter to their complaints committee

Arrangements made by the Governing Body Regarding SEND In-Service Training: Teaching Staff and Non-Teaching Assistants

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- The SENDCo will provide training in specific areas of Special Needs when it is appropriate and necessary.
- A set of the Inclusion Development Programme DVDs is available in school for staff to consult as the need arises
- The SENDCo also has access to Primary Training Pack developed by NASEN for the Department of Education
- The SENDCo regularly attends SENDCo network meetings offered by Derby City and Derby Teaching Schools Alliance (DTSA) in order to keep up to date with local and national SEND updates
- Osmaston Primary holds a school membership of NASEN (National Association of Special Educational Needs) in order to access support and resources
- Non-teaching staff receive training to support their work with intervention groups. This training may be in-house, working with teachers, other Teaching Assistants, the SENDCo, the Headteacher or invited specialists. It may also be delivered out of school at training events organised by the Local Authority.
- Sharing of good practice is nurtured within the whole school community
- Staff are actively encouraged to access online resources at www.sendgateway.org.uk

Arrangements regarding Accessibility

At Osmaston Primary School, we welcome all children and staff, irrespective of race, colour, cultural background or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all children, including those with a disability.

We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges
- respond to children's diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of children

Osmaston Primary has high aspirations for all children, including those with a disability and expects everyone to participate and achieve in every aspect of school life.

The above statements are supported by, and additional information is available in, the following school policies:

- Equal Opportunities
- Inclusion

Currently Osmaston Primary is undergoing an extensive refurbishment which is due to be completed August 2015 at which time a full Accessibility Policy will be published, taking into

account the vast range of adjustments being made to make our 1920's building fully accessible to all.

In all instances the first point of contact is the school office – telephone number: 01332 348356; e-mail – admin@osmaston.derby.sch.uk

Use of Teachers and Facilities from Outside the School and Links with other Agencies: Health, Social Services, Education Welfare and Voluntary Organisations

- The school has close links with the following agencies and works hard to share knowledge and receive advice for the benefit of learners. The school values this support and is always willing to support other agencies by providing information about learners' progress.
 - Child Protection/Social Services
 - Education Welfare Services
 - Educational Psychology Team
 - Health Visitors
 - Pupil Referral Unit for Behaviour
 - School Nurse
 - Special Schools
 - Speech and Language Therapists
 - New Communities Support Team
- Such agencies are always welcome in school to talk to learners, parents, school staff or make observations. Arrangements are made to release relevant personnel to allow discussions to take place. The Headteacher and SENDCo co-ordinate these meetings and visits, inviting relevant staff and parents to be involved where necessary

Partnership with Parents

- All parents have an open invitation to contact school at any time regarding their children. Parents are asked to make an appointment, wherever possible. This may be with the Class Teacher and/or the SENDCo.
- The school holds termly parents' evenings where learners' progress is discussed. These occasions are often used to review Target Plans and other targets; parent and pupil views will be sought at these meetings
- Where opportunities arise Teachers and Teaching Assistants will show parents ways of helping their children
- Parents are always informed about the school's concerns and the provision made
- Parents will also be made aware of the Derby City Local Offer which can be found at: <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

Links with Other Schools

- The school has strong links with feeder schools at secondary and primary level. Where learners have an Education Health Care Plan, the SENDCos from the receiving secondary/primary school are invited to annual reviews as appropriate
- The SENDCo and Year 6 teachers meet with the SENDCo/Year Leader at the receiving secondary school to pass on information about the special educational needs of all learners at SEN Support
- Links are made and maintained with special schools and units if learners are transferring into the school. This may be on a phased basis and close liaison between schools is given priority. Again parents are included in this process.
- Full advantage is taken of any appropriate cluster training that may be of help to staff within the school

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Appendices

- As required by the 2014 Code of Practice, the school has published a SEND Information Report which can be found here:
http://osmastonprimaryschoolerby.co.uk/uploadedfiles/documents/39-1412075523-send_local_offer_ops.pdf