

THE ARRETON & OAKFIELD FEDERATION

Special Educational Needs and Disabilities Policy (SEND)

Date of Approval:	3rd December 2020
Committee/FGB:	Education & Standards
Responsible:	Maria Herbert – Headteacher Arreton Vikki Reader – Headteacher Oakfield
Review Date:	December 2021

Signed:



Chair of Governors

Signed:

M. L. Herbert

Headteacher – Arreton

Signed:



Headteacher – Oakfield

Date: 3rd December 2020

Special Educational Needs and Disability Policy

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The person responsible for managing Oakfield provision for a child or young person with Special Educational Needs (SEN) is the Inclusion Co-Ordinator (SENCO) which is Mrs Sharon Marlton. Mrs Marlton gained her National Award for SEN in 2013.

The person responsible for managing Arreton provision for a child or young person with Special Educational Needs (SEN) is the Inclusion Co-ordinator (SENCO) which is Mrs Maria Herbert. Mrs Maria Herbert gained her National Award for SEN in 2013.

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Policy Statement

We believe that every child is unique and should be given the opportunity to grow and shine in all they do. We believe that every child has the right to receive an education, which enables them to fulfil their potential in a supportive and caring Christian environment. It is with these aims in mind that this policy has been written.

Introduction

We are committed to working in partnership with all who are involved with our children to ensure that we achieve the best possible outcomes for the individual child within a nurturing and inclusive environment.

This policy covers all children who require additional or alternative support, which is different to that which is usual practice for children of the same age. This maybe in terms of assessment, planning, teaching, health needs or other resources or curriculum. This policy outlines how the schools support children with special educational needs and disabilities (SEND), complies with the DfE Code of Practice (2014) and guidance provided by the Local Authority.

This policy should be read in conjunction with the schools' SEND Offers available on both schools' websites:

www.arretoncepri.iow.sch.uk

www.oakfieldcepri.iow.sch.uk

Rationale

Our schools are committed to providing equal access for all the Federation's pupils to a broad and balanced curriculum for all children. As a Federation we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavor to make every possible arrangement to provide for their individual needs, promote high standards and fulfillment of potential.

Every teacher is a teacher of every child or young person including those with special educational needs.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (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)
- SEN Support Guidance for early years providers, mainstream schools and colleges to support young people who do not have an Education, Health and Care [EHCP] Plan SEN Service Hants and IOW September 2017
- Schools SEN Information Report Regulations (2014)
- 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 2014
- Safeguarding Policy
- Children and Families Act 2014

- Accessibility Plan
- Teachers' Standards 2012

Aim:

To raise the aspirations of and expectations for all pupils with SEN and to provide a focus on outcomes for children and young people and not just hours of provision/support.

The Federation's aims are: -

- to enable each child to reach their full potential academically, emotionally and socially.
- To include every child fully in the school community and enable them to develop the skills necessary for a successful and fulfilling adult life.
- Using Quality First Teaching to offer an inclusive curriculum and underpin the learning experience of children to ensure the best possible progress for all our children whatever their needs or abilities.
- making reasonable adjustments, the school environment will be able to meet the individual needs of the child.

Objectives:

The SEND objectives of the Federation are:

Through providing Quality First Teaching and appropriate waves of intervention.

- To identify and provide for pupils who have special educational needs and additional needs.
- 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.
- To provide a Special Educational Needs Co-Ordinator (SENCO) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the schools.

Identifying Special Educational Needs (SEN):

There are four broad categories of need:

- Communication and interaction
- Cognitive and learning

- Social, emotional and mental health difficulties
- Sensory and physical needs

These four broad areas give an overview of the range of needs that are planned for at our Federation.

The purpose of identification is to work out what action each school needs to take, not to fit a pupil into a category.

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Early Identification of needs is a priority.

Needs are highlighted after assessment and progress made.

Those children who are not making expected progress are put on the Concern Register where they are closely monitored.

The Guidance from Hampshire and the Isle of Wight for SEN Support is used to support planning and decision making for the children of concern following the SEN graduated approach model of assessment and identification. Once it is decided that a child may need further support parents are informed and appropriate personalized planning and interventions are put in place.

Should a child require further support specialist advice may be sought.

The following are not considered SEN but may have an impact on progress and attainment:

- Disability (the Code of Practice, 2014 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

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child or young person’s behaviour is an underlying response to a need which as a Federation we will be able to recognise and identify clearly.

A Graduated Approach to SEN Support

The SEND Code of Practice 2014 defines a 'Graduated Approach' as: "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

What does this mean for my child?

Once it has been decided that your child has needs, a four step action process which is set out in the SEND Code of Practice (i.e. a graduated approach) should begin.

What are these steps?

Assess: schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

Supporting Pupils and Families

A named governor takes the responsibility for special needs and is always willing to talk to parents. At all stages of the special needs process, the schools keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and keep them updated

Supporting Pupils at School with a Medical Condition

The Federation 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 (SEN) and an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. For more information please see the Federation's policy for supporting pupils with medical conditions.

Monitoring and Evaluating SEND

The SENCOs will monitor the movement of children within the SEN system in Federation. The SENCOs will provide staff and governors with regular summaries of the impact of the policy on the practice of their schools. The SENCOs are involved in supporting teachers in providing an inclusive curriculum. The SENCOs and the Headteachers hold regular meetings to review the work of the schools in this area. The SENCO and the named governor with responsibility for special needs also hold half termly meetings.

Training and Resources

The SENCOs have attended and completed the National Award for SENCOs and attend regular networking meetings and training.

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.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCOs to explain the systems and structures in place around the Federation's SEND provision and practice and to discuss the needs of individual pupils. Staff training on SEN is needs led dependent on the needs of the children.

The schools' SENCOs regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The Role of the SEN Governor – Mrs Helene Allen – Oakfield : Mrs Glenna Realey - Arreton

- Liaise with school, governors and parents.
- Gather information for the school.
- Sometimes pass on information to the school.
- Report back to the rest of the governors.
- Monitor the practice & procedures.

The Role of the Headteacher – Mrs Vikki Reader - Oakfield; Mrs Maria Herbert - Arreton

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has special educational needs.
- Ensure that parents and/or the young person are notified by the school when special educational provision is being made for their child because it is considered that they have special educational needs;
- Make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs and/or medical conditions;

- Make sure that the teachers in the school are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Ensure that there is a suitably experienced and qualified teacher designated as special educational needs coordinator (SENCO) for the school (for details, see Special Educational Needs/Disability Regulations 2014 and the 0-25 SEND Code of Practice (2015));
- Consult the local authority and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;
- Ensure that pupils with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils, and the efficient use of resources;
- Take account of the 0-25 SEND Code of Practice (2015)' when carrying out their duties towards all pupils with special educational needs/disabilities.
- Where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an Statement of special educational needs or an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing body of the school (see below);
- Cooperate with the local authority in developing the Local Offer and in transferring children/young people from the old to the new special educational needs framework (e.g. 'SEN support' and Education, Health and Care (EHC) Plans);
- Ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and
- Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

The Role of the SENCO – Mrs Sharon Marlton - Oakfield and Mrs Maria Herbert – Arreton:

- Work with the Headteacher, staff, parents, the governing body and other agencies, ensuring that the day-to-day operation of the SEN policy results in an increased awareness of and action by staff in discharge of their responsibility to provide access to the full curriculum for all pupils.
 - Maintain the SEN Register.
 - Monitor the effectiveness of SEN provision.
 - Monitor progress of the children on the SEN Register and of the Children of Concern who are not achieving Age Related Expectations.
 - Ensure, with the co-operation of colleagues, that pupil's needs are identified.
 - Ensure copies of external agencies' reports are filed in Master Files.

- To be accountable to the Headteacher and governing body for the resources made available in respect of SEN.
- To work with staff from external agencies.
- To keep the Headteacher and the governing body informed of the operation of the policy.
- To develop effective working relationships with parents.

The Role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the children in their class through providing Quality First Teaching, including where pupils access support from teaching assistants or specialist staff: CoP 2015

- To provide a challenging and stimulating programme of study to enable all children to reach the highest standards of personal achievement.
- To recognise and be aware of the needs of each individual child.
- Liaise closely with the SENCO, parents and child in the identification and provision for pupils with SEN.
- Differentiate the curriculum to address the needs of the child on SEN Support or have an EHCP.
- The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.
- They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. [CoP 2014]

Role of the Designated Safeguarding Lead and Family Inclusion Officer (DSL/FIO) – Oakfield and the Designated Safeguarding Lead - Arreton

Although this role is based at Oakfield, the role also provides support, monitoring and guidance across the Federation. The DSL is part of the multi-agency team that provides additional support to children and families. The role is to liaise between parents and the school and to be a point of contact and support for parents and children if they have any concerns, issues, worries or feedback they wish to raise or discuss. The DSL has many links with specialist organisations and support services, and leads on Child Protection, Children In Need and Early Help, liaising with a wide range of agencies (all enquiries are dealt with in the strictest confidence unless a safeguarding risk is identified and needs to be shared). The role also provides opportunities to build good relationships with families including in times of crisis.

Curriculum 20. The Federation has developed a 'creative curriculum', which offers children a broad and balanced curriculum through relevant topics of interest that provide children with a platform for enquiry and self-assessment. Teachers use the 'Active Tracking' system to plan for the development of basic skills matched to individual age and ability. Children with SEN access the curriculum in this

way and in addition will have differentiated activities linked to their personal individual plans (IPP/IBP).

Storing and Managing Information

All information regarding pupils on the SEN Register is kept securely.

Accessibility

The layout of the main school at Arreton, and the resources available, means that there could be difficulty in admitting a child with a physical disability. If this were the case, class alterations would be put in place before the child was to start at the school. We do have limited access for wheelchairs. See the Accessibility Plan.

Oakfield has full accessibility and a lift.

Appeals and Complaints

See also school policies for complaints procedures.

Use of the complaints procedure currently in place will ensure parents of all children are treated respectfully.

Working with parents in partnership to ensure their child is happy within the Federation and that individual plans are discussed regularly is good practice. If parents feel that discussions with the school have broken down, they can be directed to Special Educational Needs Independent Advisory Service (SENDIAS), an independent body that can represent and support parents with children with SEND (particularly children with an EHCP – Educational Health Care Plan).

APPENDIX A

We believe that Special Education Needs covers a wide spectrum, this includes:

- General learning difficulties
- Specific Learning difficulties (children at risk of Dyslexia, Dyspraxia, Dyscalculia)
- Significant Behavioural, Emotional and Social difficulties that are impacting on their own or others learning
- Visual Impairments, Hearing Impairments
- Physical Disabilities (Down Syndrome, Cerebral Palsy)
- Autistic Spectrum Disorders (ASD) (Including Attention deficit Disorder (ADD), Oppositional Defiance Disorder (ODD), Asperger's Syndrome, Autism, Obsessive Compulsive Disorder (OCD))
- Speech, Language and Communication difficulties
- Social, Emotional And Mental Health Difficulties

APPENDIX B

PHYSICAL EDUCATION AND SCHOOL SPORT (P.E.S.S.)

Individual and Special Needs

“All pupils irrespective of any special need have an entitlement to a meaningful and fulfilling experience of PESS (Physical education and school sport)”

“...it can also bring about significant and long-lasting gains to psychomotor and sensory development, physical health and well-being and, through the successful achievement of well-matched challenges, improve social and emotional stability”

Association of Physical Education: Worcester 2008

ASTHMA – *exercise is good for people with asthma*

SYMPTOMS	PREVENTION	MEDICAL
<ul style="list-style-type: none">• Coughing• Wheezing• Shortness of breath and tightness in the chest	<ul style="list-style-type: none">• Levels of fitness are increased gradually• Always warm up and cool down thoroughly• Area is free of irritants that may trigger asthma	<ul style="list-style-type: none">• Inhaler is always available when exercising• Where exercise triggers a child's asthma, they should use their inhaler before they warm up.• Child is allowed to stop exercising if symptoms occur and appropriate medical procedures are followed.• IF IN DOUBT CALL AN AMBULANCE

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) – *find it difficult to pay attention, concentrate and find it difficult remembering instructions - sometimes on medication.*

- Ensure instructions are clear and easy to follow
- Encourage and reward efforts and achievements
- Remain consistent in approach
- Carefully risk assess physical activities to be undertaken
- Ensure potential difficult situations can be well managed

AUTISM/AUTISTIC SPECTRUM DISTORDER (ASD)/APSERGER'S SYNDROME – *Pupils with autism have difficulties with social communication, tendencies to be egocentric in conversation, do not realise they should listen to others as well as make their own point. Can interpret phrases literally; do not understand jokes or sarcasm. Children benefit from settled routines. Sudden changes can cause severe anxiety.*

- Speak clearly and give pupils time to understand what is expected of them
- Encourage and give prompts where necessary
- Apply rules consistently
- Prepare pupils as much as possible for the activity they will be going i.e. showing photos', sharing plans or seeing demonstrations.

CEREBRAL PALSY – *can have a range of difficulties: perceptual, communication, movement and control, sensory impairment, and short attention span.*

- Link with other professions (e.g., physiotherapists) to develop an appropriate motor support programme, including use of specialist equipment
- Encourage support from peers
- Ensure the child understands what is expected, possibly through the use of demonstration
- Encourage independence
- Praise

DIABETES – *having diabetes should not stop a child taking a full part in school activities. Keeping active is part of a well-planned response to managing diabetes.*

- Liaise with parents
- Be aware of the symptoms associated with the onset of hypoglycaemia
- Child carries with them a bag containing blood glucose testing kit, food, glucose tablets, drinks etc. to use as and when necessary
- Training programmes should be built up gradually

IF IN DOUBT CALL AN AMBULANCE

Down's syndrome (Trisomy 21) –*can have reduced muscle tone, heart conditions, hearing and vision difficulties, respiratory difficulties and learning that can impact upon physical activity. Advice should be sort on exact needs of each individual.*

Have a small risk of suffering acute dislocation of the atlantoaxial joint resulting in;

- pain behind the ear or elsewhere in the neck,
- abnormal head posture,
- deterioration of gait, manipulative skills or bowel and/or bladder control

SPECIALIST ADVICE SHOULD BE SORT IMMEDIATELY

- Use demonstration, sign and gesture to support learning
- Offer regular encouragement and praise
- Speak directly to the pupil to reinforce instructions and ensure the task has been understood
- Liaise with other professionals to develop a health plan

ACRONYMS

ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional & Social Difficulties
EHCP	Education Health Care Plan
EWO	Educational Welfare Officer
IBP	Individual Behaviour Plan
IDP	Individual Development Plan
IEP	Individual Educational Plan
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
TEAACH	Training & Autistic & Related Communication Handicapped Children