



SEND Policy 2017

Adopted: February 2017
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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 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 (Sept 2014)
- 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 . 2013
- Safeguarding Policy
- Accessibility Plan
- • Children and Families Act 2014
- Teachers Standards 2012

(Please find details of accessing these documents in Appendices)

This policy was created by the Mrs Victoria Walker; the school's SENCO to reflect the SEND Code of Practice, 025 guidance and local authority guidelines; in liaison with the SLT, SEN Governor and shared with all staff. To promote the spirit of current reform all parents of all pupils including those with SEND and school stakeholders have access to this policy and local Government SEN offer via school or the school website.

The day to day management of SEN is delegated to the SEN co-ordinator, Mrs Victoria Walker. She is the person responsible for managing The Oak Tree Academy response to the provision made and progress of pupils on the SEND register for children and young people with SEND. Mrs Walker is the main point of contact regarding SEN and is always willing to meet with parents. Contact details of SENCO are:-

Mrs Victoria Walker

E-mail – otvwalker@sbcschools.org.uk

Telephone – 01642 602029

National Award for SEN (NASENCo award) status – Commencing 2017

The school SENCO is a member of SLT which complies to SEND Code of Practice, 6.89 role of SEN

SECTION 1: Overview

The Oak Tree Academy is a large Primary school with a continuing tradition of serving the local community. The school is sponsored by - The Northern Education Trust (NET) which is a not-for-profit education charity, approved by the Department for Education to sponsor and oversee primary and secondary academies.

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

The Code of Practise 0-25 (September 2014 states) that

‘All children and young people are entitled to an education that enables them to:

- **achieve their best;**
- **become confident individuals living fulfilling lives; and**
- **make a successful transition into adulthood, whether into employment, further or higher education or training.’**

At The Oak Tree Academy we echo this ethos. Our motto **'From Acorns to mighty Oaks'**, embraces the idea of a learning journey through school and our belief in the potential of our pupils including those with Special Educational Need or Disability.

Our vision and aspiration for all our children is that they can become confident, secure, caring individuals who achieve personal success and develop a love of learning.

These values are shared with our sponsor and we share with all Northern Education Trust Academies a set of guiding principles and commitments which include the One Academy Rule- **“The welfare of others is the first concern of all”** and that **“The education of every child is held to be of equal value in this comprehensive community school.”**

These principles apply across our academy organisation which includes four teams: 'Tiny Acorns' - early years team, 'Acorns'- key stage 1 team, 'Oaks'-lower key stage 2 team and 'Mighty Oaks'. Also in our Mighty Oaks team is Earth Class. This is a small 10-place special needs Additional Resource base for children with moderate cognitive learning difficulties from years 3 - 6. This is a Local Authority funded provision and admission is by referral and panel moderation only.

SECTION 2 - Definition of Educational Special Needs

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs or Disabilities (SEN) at The Oak Tree Academy.

The SEN Code of Practise (2014) reforms do not change the definition of SEN:

A child and young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A pupil is identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good 'quality first' personalised teaching. Children have SEN if they have a learning difficulty which calls for Special Educational Provision to be made for them.

This document provides a framework for the identification of and provision for children with Special Educational Needs and their inclusion into school. It is written for the benefit of all members of the school

community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected. The concept of being inclusive is not seen merely as static acquisition and we acknowledge that true inclusion must be an integral aspect of everything that the school does and is part of a moving continuum.

AIM

At The Oak Tree Academy our focus is to raise the aspirations and expectations for all children and young people, including our SEN pupil's not just focus on the hours of provision or support provided.

We believe in SEN equality and that every teacher is a teacher of every child or young person including those with SEN. We aim to provide a secure and caring environment where we can meet the needs of every child. For the majority of children this is achieved through high quality, differentiated teaching of a relevant and progressive curriculum. We welcome all children in the community and ensure they all have the same opportunity to fulfil their potential and to participate in all aspects of academy life, including access to the whole curriculum.

The Aim of the Special Educational Needs Policy:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To eliminate prejudice and discrimination against, children with Special Educational Needs or Disabilities and guide and support all school staff, governor's and parents in inclusion issues.
- To ensure all staff are aware of children who are registered as having special and or additional needs and ensure the SEN Policy is implemented consistently by staff.
- To identify at the earliest opportunity all children who need special consideration to support and continually monitor the progress of their physical, sensory, social, emotional, communication or cognitive development, so we can strive to overcome their barriers to learning and participation.
- To ensure that these children are given appropriate support or differentiated planning by class teachers, SENCo and support staff as appropriate, to allow every child full access to the National Curriculum and all in all activities of the school in order to promote the highest levels of achievement.
- To inform and involve parents, pupils and others in planning and developing a partnership of support, in any SEND decision making that affects them and give them full confidence in the strategy as adopted by the school.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN support, a Statement of Special Educational Needs or an Education Health Care Plan.
- To provide adequate resources and materials as appropriate within the boundaries of the school budget share, LA share and EHCP personal budget.
- We maintain close links with the support services and seek additional advice when necessary.

The Objectives of the Special Educational Needs Policy

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide 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) named as Mrs Victoria Walker; who will work within the SEN Inclusion Policy

- To provide support and advice for all staff working with special educational needs pupils
- To regularly review the policy and practical arrangements to achieve best value.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching and if they have a learning difficulty which calls for Special Educational Provision to be made for them.
- To identify SEN needs, it is important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. The teacher, SLT and SENCO need to consider all of the information gathered from within the school, home and pupil about the pupil's progress, alongside national data and expectations of progress.
 - At The Oak Tree Academy high quality and accurate formative assessment, using effective tools and early assessment materials will include:

To identify SEN Needs teachers at The Oak Tree Academy should:

- Provide high quality teaching,
- Differentiated teaching and activities for individual pupils.
- Be responsible and accountable for the progress and development of the pupils in their class, be accountable for pupils access support from teaching assistants or specialist staff.
- Recognising when children do not make adequate progress and will use this knowledge to identify first steps in responding to pupils who have or may have SEN.
- Use high quality and accurate formative assessment, effective tools and early assessment materials e.g. school informal formative assessment materials, Statutory and non-statutory SAT tests, Target Tracker, Rising Stars Standardised Tests, EYFS step sheets, checklists etc.

To review the quality of teaching and identification of SEN needs by teachers SLT should:

- Regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement including observation of lessons where appropriate
- Tracking of assessment data
- Pupil progress meetings,
- Monitoring the evaluation of intervention programs,
- Reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of identifying and responding to pupils who have or may have SEN.

Parent responses in identifying SEN

- Under the new process parents have an important say in identifying SEND difficulties for their child. These concerns must be listened to, noted and inform review process. Parents will be invited to work in partnership with the school concerning their child's SEND needs.

Pupil responses in identifying their own SEN

- Under the new process pupil have an important say in identifying their own SEND difficulties. These concerns must be listened to, noted and inform review process.

FOUR CATEGORIES OF SEN NEED

Once Special Educational Needs have been identified they can be categorised into 4 broad bands of SEN need with specific associated difficulties. They have been outlined in The Code of Practice as:

Communication and interaction

- Speech, language
- Autism Spectrum Disorder (ASD): Asperger's Syndrome and Autism

Cognition and learning

- Moderate learning difficulties (MLD)
- Specific Learning difficulty (SpLD): Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, mental and emotional health

- Deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder
- Autism
- Pervasive developmental disorder
- Anxiety disorder
- Disruptive disorder
- Schizophrenia
- Bipolar disorder

Sensory and/or physical

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical disability (PD)

Many children may have inter-related needs that span two or more areas, undefined difficulties. They may also have issues that may impact on progress and attainment but are not SEN needs; these must be considered in formative assessment.

NON-SEN NEEDS

Difficulties that are not SEN needs but may impact on progress and attainment include:

- **Disability**
- **Attendance and Punctuality,**
- **Health and Welfare,**
- **EAL,**
- **Being in receipt of Pupil Premium Grant,**
- **Being a Looked After Child;**
- **Being a child of Serviceman/woman,**
- **Behaviour**

At The Oak Tree Academy identification of the needs of pupils is by considering the needs of the whole child.

SECTION 4A: A GRADUATED APPROACH TO SEN SUPPORT

At The Oak Tree Academy the process by which it identifies and manages children and young people with SEN and decides whether to make special educational provision is a graduated approach. Classroom and subject teachers, parents, families and pupils are at the heart of the new SEN Support system, driving the movement around the four stages (**assess, plan, do, review**) of action with the support guidance of the SENCO and specialist staff which will impact the decision to place pupils on the SEN register and guide the next steps of provision.

The classroom teacher should:

- Focus on outcomes for the child:
- Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs:
- Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils:
- Set clear progress targets for pupils
- Be clear about how the full range of resources provided, are going to help reach them.
- Involve parents and pupils in planning and reviewing progress:
- Seek the views of parents and pupils
- Provide regular updates on progress to parents and pupils

Specialist assessments

For higher levels of need, specialised assessments from external agencies and professionals can inform graduated approach, by

- Observational assessments
- Formative assessments
- Suggesting appropriate equipment or resources
- Provide & Suggest programmes of study to be followed
- Provide individualised support
- Evaluation of programs of study / exit reports
- Meet with SENCO, Class teachers, parents, child and other service providers as appropriate for review strategy meeting

Parents, families, children and young people

The views of parents, families and young people (if age appropriate) are important within the assess, plan, do, review process as they need to be seen as partners within this evaluation process. They will do this by

- Give personal updates and views about progress towards agreed outcomes
- Offer updated report on personal issues that may impact on progress towards agreed outcomes
- Ask for and be directed to appropriate advice on SEN

SECTION 4B: MANAGING PUPILS NEEDS ON THE SEN REGISTER

Stages of Provision

Currently there is a transition period within Stage of provision, assessment and monitoring that are adopted from the Stockton LA procedure, criteria and guide lines adopted from the SEND Code of

Practice 0 - 25 (Sept 2014). They are presently

- **(Early Years)/ school Action**
- **(Early Years)/School Action Plus**
- **SEN SUPPORT**
- **Statement of SEN**
- **EDUCATION HEALTH CARE PLAN (EHCP)**

Transition plans for the change of status- stage of provision are;

CENSUS

- All new pupils with SEN who will not be on EHC plans should be recorded under SEN Support heading from September 2014. This will be recorded as K on data base.
- Schools should review the provision for those currently on SA/SA+ to SEN Support by the January 2015 Census and assign either SEN support, remove from register or initiate EHCP referral (but will be noted as SEN Support until process agreed and finalised)
- Children and young people who are newly assessed for statements must be assessed under the new EHC plan arrangement and should be recorded under the school census from September 2014. Code H
- Children and young people with existing statements transfer to the new system by April 2018

SEN SUPPORT

- SEN support replaces School Action / School Action Plus. It is the category of support for children with SEN but not on EHC plans.
- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes for school for all pupils ensuring high quality teaching and learning.

EHC PLANS

- All children who currently have a Statement of Educational need will be transferred to the EHCP process in a programme of phased transition as outlined by local authority guidelines to be completed by July 2018. However early transition arrangements for certain groups of children will be programmed by the Local LA and must be adhered to. At The Oak Tree Academy Primary LAC pupils with statements and year 6 pupils will statements will be transferred to EHCP during school year 2014-2015.
- Children with EHC plans will be placed on register and will be noted on census as code H
- At the Oak Tree other Pupils with Statement of Educational need will continue to have an annual review meeting and will be recorded as S on the SEN census register

Managing SEN Register

Those pupils who are registers on the Special Needs register at The Oak Tree Academy will be managed through a cycle of assessing/planning/delivering, reviewing and recording provision. Any relevant changes to SEN register will be made with regard to the following assessment information;

- Updating SEN provision on SEN Census (3 times throughout year) – SENCo
- CAF/EHA – if appropriate, filled in by L Sanderson or SENCo
- IEP's – outcome driven: to be updated half termly by class teacher alongside personal delivering support if appropriate. Monitored by SENCo
- Provision Maps- to be updated half termly by class teacher alongside personal delivering support if appropriate. Monitored by SENCo termly and compiled into school provision map
- Person Centred Plans- updated for EHCP review meeting
- Barriers to learning being identifies, with clear outcomes to be achieved within an agreed time frame- Managed by class teacher , raised within Team and pupil progress meetings with year group teachers, team leader and Head. SENCo will have access to SEN progress meeting update data termly
- Formative assessment, tracking systems e.g. SATs , TARGET TRACKER and EYF STEPS etc. to be complete at least termly or half termly where SEN Support, Statement or EHCP instigated. Available on school network system within assessment folder
- Level of provision from Local Offer will be decided in light of progress or lack of progress towards planned outcomes
- Additional support provision funding will be applied for via SENCO, costed and recorded by School bursar and monitored for effectiveness by personal delivering support, class teacher each half term and information will be shared with SENCo.
- Specialist service interventions will be engaged through referral process (Single agency referrals or by EHA), funded by school contract, pupil premium, high needs funding, SEN budget or through child's personal budget if applicable. The service provider will provide the school with a report of the pupils' needs/ progress. – Monitored by SENCo
- If the Oak Tree Academy identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements, support & advice need to be sought from specialist service providers and LA SEN panel informed.
- Parents and children (where age appropriate) are informed of registration on SEN register and are regularly invited to review meetings where they are involved in next steps arrangements and ongoing registration status

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- Children can be exited from the SEN register after period of assessment where level of progress has been maintained and levels are in line with mainstream pupils of a similar age and they no longer require a differentiated curriculum or provision support.
- All pupils on the SEN register must have an Individual Education Plan. These Individual Education Plans must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. If a pupil is making good progress the IEP review can be used to consider removing a child from the SEN register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next stage on the SEN register
- Initially the child should be monitored for a period of time covering at least 2 additional half terms.
- Parents, class teacher and SENCo should all agree exit from the SEN register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- Parents and pupils are able to access the LA local offer (Regulation 53, Part 4) on the school website within the SEND Policy
- The school has a Parent Support Advisor - Miss Lucy Sanderson who is able to liaise and offer support directly with parents.
- Local Authority SEN Parent Partnership Officer – Caroline Fell can liaise and offer support directly with parents of an SEN child. (Contact details available on school website)
- The school's statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act is available on school website for parents to access
- Links with other service providers / agencies to support the family and pupil are available through Stockton Borough service provider directory. Parents can access these directly or via SENCo.

ADMISSION ARRANGEMENTS

School Admissions

- The Oak Tree Academy 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.
- The Oak Tree Admissions Policy is outlined on the school website
- The Head teacher and the designated Governor support the Inclusion Leader in monitoring the effectiveness Admission Arrangements for Pupils with Special Educational Needs

School SEND Admissions

- The Act does not change existing duties on schools and LAs about admissions.
- It maintains the general principle, that children and young people with SEN should be educated in mainstream settings.
- Schools including Academies must admit a child named on an EHC plan.
- Parent and young people can request for a school to be named in an EHC plan - the LA must comply with their wish except in exceptional circumstances.

Exam and Assessment admissions

- Adaptations to assessments to enable access to the curriculum or exam/ test assessments include individual or small group readers, adult scribe and available ICT resources
- At The Oak Tree Academy we will ensure that if required, any Access Arrangements for formal assessments/examinations will be made. Further information can be found at <http://www.icq.org.uk/about-us>

Transition

- Yearly Transition meeting are held in summer term 2 between exiting year group staff of a child and their new year group teacher for all pupils including those with SEND.
- Appropriate class teacher, Team leaders, Head and SENCo to be made aware of any additional transition required when moving from class to class or across key stages within school.
- When pupils move schools, either at phase transfer or at any other times, school records are required to be transferred within fifteen days of the child ceasing to be registered at the school. A transfer note must be signed and retained by both school transferring file data.

- In respect of pupils with Special Educational Need, transfer procedures must include effective communication to ensure appropriate planning and provision by the receiving school.
- Children who receive an Addition Resourced Place at The Oak Tree Academy Cognitive support base will be offered an individually designed extended period of transition before they are registered into school.
- SENCo's from receiving school are invited to the exit/ transition guarantee review that will be held whilst the pupil is in Y5 where clear recommendations and consideration can be given to further provision.
- In some circumstances it may be necessary to hold an interim or early annual/ transition guarantee review in Y6.
- A Transition guarantee review must be held for pupils transferring to specialist provision. An extended transition should be part of a managed move.

Policy on managing the medical conditions of pupils

New duties outlined in 'The 0-25 Special Educational Needs and Disability Reforms' require schools to make arrangements to support pupils with medical condition and schools must have regard to statutory guidance supporting pupils at school with medical conditions

- The reforms place a duty on governing bodies to ensure that arrangements are in place in schools to support pupils at school with medical conditions; these arrangements should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported; staff should be properly trained to provide the support that their pupils need.
- Governing bodies should ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.
- These changes should give parents and pupils confidence in the school's ability to properly support pupils with medical conditions so that they have full access to education, including school trips and physical education.
- School policy on managing the medical conditions of pupils will be available for all stakeholders to access via school website.

SECTION 7: SUPPORTING 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. Risk assessments for individual pupils with medical needs should be completed where appropriate prior to the child taking part in these activities. Filled in by Lead Supervisor and given to school Bursar at least two days prior to event. Where possible children who may be anxious when faced with a new situation a pre-visit will be arranged by staff or child, or a book containing photographs will be made available and information shared to help alleviate anxiety.

- 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 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.
 - Parents can access DfE document (September 1st 2014) directly via the DfE website: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions>
- Arrangements are in place at The Oak Tree Academy to support pupils at school with medical conditions. The school's policy for supporting pupils with medical conditions is available via the school website and outlines details of:
 - Individual Healthcare Plans
 - Parental agreement for setting to administer medicine
 - Record of medicine administered to an individual child
 - Record of medicine administered to all children
 - Staff training record – administration of medicines
 - Contacting emergency services

SECTION 8: MONITORING AND EVALUATION OF SEND

Evaluation and monitoring arrangements of SEND is a process of continual review and improvement of provision for all pupils. The success of the school's SEN Policy and Provision is evaluated through:

- The Governors' Annual Report to Parents
- The Whole School Development Plan/SEN Development Plan
- Monitoring of classroom practice by SENCo, subject and team leaders
- Analysis of pupil tracking data and test results for individual pupils/cohorts
- Value added data for pupils following an intervention programme
- Monitoring of procedures and practice by SEN/Inclusion Governor
- School self-evaluation and performance process
- Parents views being considered and acted upon appropriately and comments from parent SEN review meetings.
- Children's views being considered and acted upon appropriately and comments from parent review meetings
- Monitoring of review and transition guarantee meetings
- The Governors Annual Report to Parents
- The School Improvement Plan
- OFSTED
- Comments from school council
- SEN Engagement and Learning 0-25 Team

SECTION 9: TRAINING AND RESOURCES

Allocation of SEN Resources

- The SEN budget is determined each year according to PLASC data. This aims to distribute available funds as equitably as possible between schools according to relative levels of need based on socio-economic and AEN factors. An amount of expenditure is specifically allocated to SEN via the school budget share via the LA formula. In addition to this children with high need will be placed in appropriate bands. Pupils receiving up to and including 12 hours support will be placed in Band A and will be funded via the school budget. Children receiving more than 12 hours will be placed in the appropriate top up banding.
- Extra resources may be allocated from the school budget. This is at a cost to the school and is determined by the Governing Body
- Funding contributes to:
 - SEN administration costs to allow the SENCo to have none contact time
 - Covers teaching & curriculum expenses
 - Teaching and support resources and materials
 - Diagnostic testing and assessment materials
 - TA designated support
 - Specific funds are allocated to pupils with SEN where appropriate.
- The governors always use all of the SEN budget share and additional funds accessed from the school budget.
- The SENCO in consultation with the Head Teacher is responsible for the use of these resources and the deployment of the designated support staff.

FUNDING - PERSONAL BUDGETS

- Under the new reform guidance a personal budget is an amount of money identified to deliver parts of the provision set out in an EHC plan.
- Families can request a personal budget as part of the planning process (in drawing up Plan or at Annual Review).
- Can include funding from education, health and social care – in education, funding for personal budgets will be for more specialist or individualised provision (funded through the high needs block) rather than services the school is expected to provide as part of the local offer.
- A local authority must secure a school's agreement where any provision, bought by the parent/young person using a direct payment, will be provided on the school's premises.

Staff Development/ Training

It is the aim of the school that training needs identified within the School Improvement Plan (SIP) are met through staff meetings, professional development days, LA Training / courses.

- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND in order to provide support for other staff
- SEN provision is an integral part of the SIP
- In-service training can take the form of whole-staff training sessions or advice to particular groups or individual members of staff and is provided by: The SENCo
- Outside professionals (e.g. Educational Psychologist, Occupational Therapist)
- Specialist Teachers (ASD Outreach Team, Specialist Learning Team)
- Private Behaviour Support Service

- Courses organised by other agencies e.g. Hearing Impaired Service, Speech & Language Therapy Service.
- All teachers are encouraged to develop their own knowledge and skills by attending external courses linked to SEN. 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 curriculum co-ordinators should be able to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils in relation to their curriculum area with other staff.

Service & Support providers

- The Government's Children and Families Act 2014 sets out a series of major changes to how local councils and their partners provide services to children and young people with special educational needs and disabilities.
- The Act comprises the Government's vision for reform in relation to provision for children and young people aged up to 25 with special educational needs and disabilities and their families. The changes introduced by the Act are now being implemented. This will be a gradual transition rather than an immediate wholesale change. Stockton Council is now introducing the changes, which include replacing statements for children with special educational needs and disabilities with a new integrated assessment and a single Education, Health and Care Plan (EHC Plan). A 'Local Offer' is being developed to enable children and young people with special educational needs and disabilities and their families to access information about all of the services available to them from one place. <http://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>
- Specific reference to local offer for The Oak Tree Academy is outlined on the school website.
- Stockton LA is already working with their parent carer forums and other organisations, including young people, to 'co-produce' their local offer. Stockton United for Change (SUFC) is a parent participation group who represent the views and opinions of parents and carers of disabled children. (mail: stocktonunitedforchange@gmail.com/Website: www.stocktonunitedforchange.co.uk)

SECTION 10: ROLES AND RESPONSIBILITIES

Designated Teachers with specific Safeguarding responsibility are Mrs Elizabeth Pollitt and Mrs Debra Murphy with Mrs Randall-Harris and Miss Lucy Sanderson making up members of the Safeguarding team

Whole school community

- All members of the school community work towards the schools aims by:
- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.
- To establish inclusive values by ensuring that: There are high expectations for all children; Staff, governors, parents share a philosophy of inclusion; Children are equally valued; Staff and children are treated as human beings as well as occupants of a role; Staff seek to remove all barriers to learning and participation in school; The school actively strives to minimise discriminatory practices.

- To build a sense of Community by ensuring: Everyone is made to feel welcome; Children are encouraged to help one another; Staff collaborate with each other; Staff and children treat one another with respect; There is partnership between staff and parents; Staff and governors work well together; Local communities are involved with the school.
- All teachers and teaching assistants are involved in the development of the school's SEN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs.

Head Teacher and Governors Roles and Responsibilities

- School Principal and designated Governor support inclusion and monitor admission Arrangements for Pupils with Special Educational Needs as The Oak tree Academy strives to be a fully Inclusive school
- The School Principal has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed.
- The governing body in co-operation with the School Principal determines the school's general policy and approach to the provision for children with special educational needs
- The head and Governors establish the appropriate SEN staff and funding arrangements.
- Mrs Debra Murphy: Executive Principal is responsible for managing PPG/LAC funding to support the SENCo in carrying out her remit to a high standard;
- To promote high expectations;
- To monitor and evaluate the quality of teaching, learning, attainment and progress; To ensure that SEN allocation in the budget enables as far as possible, the Inclusion Leader to carry out the roles and objectives associated with the post and in doing so raise standards of provision for SEN;
- They are responsible for reviewing the SEN policy and reporting to parents annually.
- Ensure commonality of practice in line with school policy and maintains a monitoring oversight of the school's work.
- The governing body has appointed Mr Phil Steel as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs.
- Mrs Debra Murphy and Mrs Elizabeth Pollitt are staff responsible for managing the schools responsibility for meeting the medical needs of pupils

SENCO: Roles and Responsibilities

The role of the Special Educational Needs Co-ordinator (SENCO): Mrs Victoria Walker who is part of the senior management team is able to represent SEN in all decision making and strategic planning.

Primary responsibilities of the SENCo include:

- Liaising with and advising colleagues;
- Co-ordinating provision and managing support staff;
- Maintaining the SEN register and recording system in accordance with Stockton LA guidance;
- Liaison with parents alongside the class teacher as appropriate;
- Monitoring and evaluating the quality of teaching, learning and standards of achievement. Setting targets for improvement.
- Reviewing the progress of children within SEN support; Provision of SEN led INSET;

- Liaison with the senior management team to ensure appropriate levels of funding are budgeted for and built into the school development plan.
- Building up a resource bank of practical strategies for the identification and assessment of pupils short and long term SEN
- Organising resources to provide appropriate work and support for children with SEN in the classroom;
- Working with external agencies and support staff to ensure the school maximises the use of any external support;
- Collaborating with curriculum co-ordinators;
- Involvement in strategic planning for SEN provision by identifying future needs and contributing to a strategic plan for inclusion;
- Attending governing body meetings and being a partner in writing the SEN section of the Governors annual report to parents;
- Liaising with the local secondary schools in order to ensure the smooth transition of pupils with SEN;
- Keeping up to date with legislative changes, procedural changes and intervention strategies;
 - Disseminating relevant SEN information to staff;
- To attend LA led Inclusion meetings.

ROLE OF TEACHING STAFF

- To liaise with the SENCo and outside agencies as appropriate
- To identify and provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum
- To differentiate the curriculum to meet the child's needs
- To create, implement and review Individual Education Plan (IEP) for pupil with SEN
- To ensure SEN pupils are aware of their IEP / outcomes and review the progress the child has made at the end of term
- To keep parents informed of the action taken to help their child and the outcomes at the action
- To attend appropriate inset and courses

ROLE OF SEN TEACHING ASSISTANTS

- The TAs work with the class teacher and SENCO in providing
- Support for children with SEN across the school
- Carry out activities and intervention programmes planned by the class Teacher and SENCo
- Liaising with outside agencies
- Maintain records of the children they work with
- Attending review and meetings as requested
- To attend inset and courses as appropriate
- HLTA are direct line manager responsible for SEN Professional development of TAs

The role of parents of pupils with SEN

- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents are encouraged to liaison closely with school regarding their child's progress

- Parents/carers will be involved at all stages of the education planning process and are seen as equal partners
- All parents/ carers of children with SEN will be provided with information about the Parent Partnership Service.
- All review meetings all parents/carers views are sought. Where the school makes suggestions as to how parents/carers can help at home, these are specific and achievable.
- Parents/Carers should see copies of IEPs and reports regarding their child
- Ideas and materials for supporting the SEN child at home will be discussed with parents/ carers
- Parents/carers will be invited to attend and contribute to termly review meetings within school
- Parents are encouraged to contact class teacher or SENCO as needed in 'open door' policy
- Regular communication between school and home will ensure that concerns are promptly acted upon

PUPIL PARTICIPATION

- Pupils with SEN have a unique knowledge of their own needs and are encouraged to participate in the decision making process including setting of targets and contribution to IEPs.
- Pupils views will be sought for annual review for those children with statements
- Pupils views will be sought for annual review for those children with EHCP
- Pupils views will be sought for review meeting and evaluation of progress towards outcomes noted on IEPs

SECTION 11: STORING AND MANAGING INFORMATION

School records and archives

- Records are a vital part of the daily life of any school. Your school is required by law to keep certain records and also needs to comply with the Data Protection Act 1998 and the Freedom of Information Act 2000. It is important that you look after your records to ensure they can be accessed when needed and do not rapidly deteriorate over time.
- A small proportion of your records will be worth keeping permanently as archives because of the unique evidence they contain about your school, its staff, pupils and the wider community.
- SEN Files should be stored until the child is 25 years old and transferred with the child when transition takes place (these need to signed for by both receiving and departing schools) .
- All confidential information/reports/files should be kept in child's individual folder which is kept in a secure environment that is clean and waterproof
- Classrooms should have contained storage area for individual pupil SEN files.
- SENCo should have access to SEN files
- Within a pupils file – reports and information should be kept in chronological order
- Additional copies of documents that are not distributed in reviews or SEN meetings or are not placed in child's individual files should be destroyed /shredded in school office.
- The passing of information by electronic media e.g. e-mails should be anonymised with a child initials only being used to identify child unless to a secured site or source

SECTION 12: REVIEWING THE POLICY

- Adhering to the requirements for SEND for school, effective from 1 September 2014, The Oak Tree Academy SEN policy will be reviewed annually.

SECTION 13: ACCESSIBILITY

- The Oak Tree Academy has a Statutory Responsibility to plan to increase over time the accessibility of schools for disabled pupils and to produce and implement accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- These Accessibility plans and strategies must be in writing and can be found on the school website within policies.
- The school is committed to make the building, grounds and classrooms accessible both for pupils and stakeholders with SEN and disability needs e.g. disabled toilets, ramps, handrails, flat surfaces for use with physical aids etc.
- Pupils with physical aids e.g. hear aids, walking frames, wheelchair etc. are not discriminated against and are positively promoted
- Identify and removal of barriers to learning due to accessibility arrangements must be address. This can be done by differentiated planning and delivery of curriculum activities, cultural, sporting and leisure activities, trips, resources, and access to personal and locations.
- Risk assessments in place
- Regular health and safety inspections
- Training to staff for use of physical aids for pupils specific individual needs
- Delivery of adapted written information to pupils parents and carers with visual needs available e.g. large print / coloured paper
- Pupils with visual stress have access to coloured workbooks, worksheets, coloured reading overlays and coloured screen monitors
- Individual work stations, working areas and calm down areas assigned
- Organisation materials and resources made available by the school to its pupils including to disabled pupils; including visual timetables, hand outs, timetables, textbooks and information about school events.
- Reports and written information should take account of pupils' disabilities and pupils' and parents' preferred formats to be made available within reasonable time frames
- Parents and carers can contact staff through making appointments using school contact telephone number, directly at the school office or via the school e-mail or twitter accounts. Staff will be informed of the request for contact and should endeavour to meet with parents/ carers or contact them as soon as possible to respond to their enquiries. Most staff are available before school or after school to meet with Parents or carers, alternatively cover can be arranged to meet with parents/ carers through the day if alternative arrangements are not viable.
- Parents can make direct request for meeting with head, SLT or Governors- these meetings will be timetabled on the school calendar and parents/ carers invited.

SECTION 14 : DEALING WITH COMPLAINTS

The Oak Tree Academy staffs are dedicated to giving all children including those with SEND difficulties the best possible education and caring properly for their health, safety and welfare at all

times. We are committed to working closely with parents and believe that the school and parents must work together in partnership, each carrying out their own particular responsibilities to help pupils gain the most from their time in school. However, the school is obliged to have procedures in place in case there are complaints by parents or legal guardians. This complaints policy sets out the Procedures that the school and parents should follow in such cases. This is available to access via the school website. These procedures include are open to

- Parents / carers should have an 'open door' policy to welcome and communicate with parents/ carers.
- It is in everyone's interest that complaints are resolved at the earliest possible stage. The complainant should initially raise any concern directly with the class teacher/Team leader.
- Where possible teacher and SLT staff should speak direct with parents / carers when they want to make comments, complements and complaints about the school or its staff policies and procedures as soon as possible. Parents are entitled to bring family or formal support to the meeting (PSA or SEN parent partnership representative). Notes can be made as record of these meetings
- School staff can request meeting with parents/ carers where appropriate, parents should be given reasonable timescale for attendance and are entitled to bring family or formal support to the meeting (PSA or SEN parent partnership representative)
- Resolution support should be offered in the first incident where appropriate
- Staff should receive resolution training where appropriate
- Formal complaints procedure and complaints policy outline steps as:
- First contact – Class teacher or team leader (as above for initial contact)
- Second Contact: Referral to the Head of School Mrs Elizabeth Pollitt if the complainant is not satisfied with the response from the class teacher/Team Leader: Raise any concerns that they have directly with the Head of School, preferably in writing, using formal complaints form Appendix 1. Investigation of complaint via discussions with the parent and those involved, written response from the Head of School, outlining resolution decision. 10 days to appeal
- Third Contact: Referral to Chair of Governors- If complainant not happy with Head of School's response, they have 10 days to put their complaint in writing. The Chair of Governors will conduct their own investigation into the complaint, make a decision, on the basis of the information gathered, and outcome recorded and shared with complainant
- Fourth Contact: Referral to the Complaints Committee
- Lodge of appeal to chair of Governors in writing. Complaints Committee to investigate and make informed decision about the issue and write to inform the complainant within
- 10 school working days of their decision.

SECTION 15: BULLY

- Bullying is deliberately hurtful behaviour that is repeated over a period of time and where it is difficult for victims to defend themselves. At times this may be aimed at individuals with Special Educational Needs or disabilities
- The Anti-bullying policy which takes account of the Human Rights Act 1998, can be found on the school website sets out the Aims of the policy and the steps that are taken to ensure and

mitigate the risk of bullying of vulnerable learners at your school. It outlines responding to incidents of bullying and procedure to follow for pupils, parents and staff and Principal.

- Innovative ways of educating the whole school and parents, to explain how The Oak Tree Academy is an inclusive your school are encouraged in SEAL, PHSE, Classroom discussions, whole school assemblies, parents meetings and school events e.g. Promoting British Values, anti-bullying week events, LBGT promotion etc. Parents of pupils with SEND will need assurance of how safeguard will be made to promote independence and build resilience in their child's learning
- Specific approaches are taken by the school to address specific needs of pupils e.g. pupils with ASD, social communication difficulties may use social stories, SEAL ,time to talk and social media programmes and information to understand anti-bullying issues.
- The school council activities promote our schools 'inclusive message' and give all pupils a 'voice'.

SECTION 16: APPENDICES

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

<http://www.sendgateway.org.uk/>

<http://www.theoaktreeacademy.org>

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

<http://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>

www.stocktonunitedforchange.co.uk

http://www.theoaktreeacademy.org/media/file/SEN_Policy.pdf

http://www.theoaktreeacademy.org/media/file/1209_Policy_Practice_Safeguarding_C.pdf

http://www.theoaktreeacademy.org/media/file/Complaints_Policy.pdf

<http://www.icq.org.uk/about-us>