



Olney Infant Academy

Special Educational Needs and Disability Policy

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If there are any legal or statutory changes the policy will be reviewed at an earlier date.

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Introduction

Every teacher is a teacher of every child or young person including those with SEND.

At Olney Infant Academy we are committed to preparing children for the future. There is a consistency of expectation that all pupils, irrespective of gender, race or culture, should feel safe and secure, have empathy for others and place a high value upon individual achievement and personal development.

The school provides a high quality education through a broad and balanced curriculum, providing challenge and support and encouraging everyone to reach their full potential.

We support and value the abilities of all of our pupils. It is our responsibility to provide equal opportunities for all children in our care in a safe and engaging learning environment which caters for the needs of every child as an individual. We are committed to inclusion within the school curriculum and in all aspects of school life. We aim to help each child to experience success and reach their full potential by providing the highest standard of education and care.

Compliance

This policy explains how Olney Infant Academy makes provision for pupils with SEND to ensure that they have their entitlement to effective learning opportunities and access to all areas of school life in compliance with the SEND Code of Practice 0 – 25 (2014) and with reference to the following guidance and documentation.

- Equality Act 2010: Advice to Schools DfE (May 2014)
- Special Educational Needs and Disability code of practice 0 – 25 (June 2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Schools Special Educational Needs (SEN) Information Report Regulations (2014)
- Olney Infant Academy's policy Supporting Pupils at School with a Medical Condition (2016)
- Milton Keynes directive on Supporting Children and Young People Through a Graduated Approach to SEN
- Olney Infant Academy's Safeguarding Policy

This policy was produced by the Special Education Needs Co-ordinator (SENCo) in consultation with the Principal, Senior Management Team and Governor with responsibility for SEND.

Aim

Happily Learning Together

Olney Infant Academy's mantra of 'happily learning together' means that our school adopts a 'whole school approach' to special educational needs and disability, with all staff working to ensure the inclusion of all pupils to access the engaging curriculum we provide. We aim to raise the aspirations and expectations of all our pupils with SEND and ensure their well-being at all times to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into the next stages of their education and onwards into adulthood.

Our school provides a focus on outcomes for children and not just hours of provision/support

Objectives

- 1. To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEND Policy.**
- 2. To operate within the guidance of the SEND Code of Practice 2014**
- 3. Early identification of pupils with special educational needs and additional needs.** This is done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into school. Through careful monitoring of all pupils' progress and needs once in the setting to identify a SEN.
- 4. To work in collaboration with the pupil and their parents/carers to ensure personalised provision to match the specific need.** Parents will be involved in all stages of their child's education. This also includes supporting parents in terms of understanding the SEND procedures and practices and providing regular feedback on their child's progress.
- 5. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum.** This will be co-ordinated and monitored by the SENCo to ensure that individual targets are being met and the pupil's needs are catered for.
- 6. To provide support and advice for all staff working with pupils with special educational needs.** This may involve working with outside agencies when the needs of the child cannot be met by the school alone.
- 7. Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

Definition of Special Educational Needs

The 2014 SEND Code of Practice defines SEND as:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the same age
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others in mainstream schools

The school complies with the SEND Code of Practice 2014 by adhering to the four broad areas of need.

These are:

- **Communication and Interaction (C and I)**

This includes children with speech, language and communication needs (SLCN). They may have difficulty saying what they want, understanding what is being said to them, or not understanding the rules of social communication. The profile of every child with SLCN is different and their needs may change over time. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may have difficulty with one, some or all of the different aspects of speech, language or social communication.

- **Cognition and Learning (C&L)**

This includes children with learning difficulties who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD). It also encompasses children with specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

- **Social Emotional and Mental Health difficulties (SEMH)**

This includes children who may experience a range of social and emotional difficulties which manifest themselves in a variety of ways. They may become withdrawn and isolated or display challenging, disruptive and disturbing behaviour. This category includes children with attachment disorder, attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD). The behaviours may also be indicators of underlying mental health issues such as anxiety or depression.

- **Sensory and/or Physical**

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). These children may require special educational provision in the form of support or equipment to enable them to access all of the opportunities available to their peers.

Identifying behaviour as a need is no longer considered an acceptable way of identifying SEN. Any concerns about a child's behaviour have to be considered as an underlying response to a need in relation to the four broad areas of SEN.

Not Special Educational Needs and Disability

There are some instances where a pupil is not making the expected progress and this may be attributed to:

- 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 the child of a serviceman/woman
- Being the child from a traveller family

The SEND Policy will not be used to manage the progress of a child in one of these situations.

Identification of Pupils' Needs

At Olney Infant Academy we follow the Milton Keynes Local Authority descriptors (Appendix 1) of the Graduated Approach to identifying a child with SEN and putting appropriate provision in place for them. Using the four-part cycle of assess, plan, do and review to gain an understanding of the pupil's needs and how to secure good outcomes for them.

We ensure that:

- we listen to advice from parents/carers and previous settings at transition points. To continue any successful strategies and approaches already in use
- a range of assessment and screening tools are employed to identify needs and gather evidence
- the SENCo works closely with the senior management team, using whole school tracking data as an early identification indicator
- there is a clear process for staff and parent/carers to raise concerns regarding a pupil's progress
- where appropriate we gain advice from outside agencies including: Speech and Language Service, specialist teachers and the Educational Psychology Service
- the SENCo maintains a register of pupils identified as having a SEND. This register is reviewed each term with the next steps to be taken and recorded for each individual.

Teaching for Pupils with SEN

The teachers have high expectations for all of their pupils and set challenging outcomes for the pupils to make progress. They work to meet individual learning needs through Quality First Teaching principles.

Where pupils are identified as having special educational needs, the school provides for them in a variety of additional ways. The provision for pupils is related specifically to their needs. A learning support plan records a graduated response to individuals.

The range of provision may include:

- opportunities to learn in different ways in the classroom including practical approaches
- 1:1 support to access the learning in class
- in class support in small groups with the class teacher or teaching assistant
- small group withdrawal with a teaching assistant or class teacher
- further differentiation of resources
- equipment to give equal access to the curriculum
- support at after school clubs
- specific strategies implemented that may have been suggested by the SENCo or outside agencies
- staff development to undertake specific strategies
- access to outside agencies for assessment, advice on strategies, equipment and staff training

Assessing and Reviewing Progress for Pupils with SEND

The class teacher is responsible for the pupil progress of individuals in her own class and continually assesses each child, noting where they are making progress and areas where further support is needed. Pupils' progress is tracked from entry to Year 2 using Target Tracker.

Pupils on the SEND register have a learning support plan and a meeting is held each half term with their parents/carers to discuss the progress they have made against each outcome. If they meet the outcomes then new ones are set. However if they do not then smaller steps may be agreed or a different approach tried. If the pupil has significant or complex needs then they may have an Education Health Care Plan (EHCP). In this case an additional formal meeting will take place annually to review the plan and a report will be written.

We offer an open door policy where parents/carers are welcome at any time to make an appointment to meet with the class teacher and/or SENCo to discuss their child's progress. We can offer advice and practical ways of supporting the child in the home.

Managing Pupils Needs on the SEND Register

Each year the SEND register will be reviewed and revised. When a pupil has made good progress and following consultation with parents/carers and the class teacher the pupil will be removed from the SEND register. However if at any time in the future the pupil is not making satisfactory progress again they can be placed back on the SEND register, after consultation with all interested parties.

Education Health and Care Plans

The school will request a Statutory Assessment from the local authority when, despite a personalised programme of provision within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment may also be requested by a parent or outside agency. The school will have the following information available:

- records of past interventions
- current and past learning support plans showing evidence of the impact of the support
- evidence that regular reviews have taken place
- information on the pupil's health and relevant history
- National Curriculum levels
- relevant assessments from outside agencies eg speech and language service
- the views of parents and where possible the pupil
- any other involvement by professionals

An EHCP will normally be provided where after a Statutory Assessment the Local Authority considers the pupil requires provision beyond what the school can offer. However the school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will inform the long and short term outcomes set for a child and termly outcomes will be recorded on the learning support plan to meet these. EHCPs must be reviewed annually.

At end of Year 2 reviews, receiving schools will be invited to attend in order for them to plan appropriately for the pupil. It also gives parents an opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCo will complete the annual review form and send it with any supporting documentation to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

Supporting Pupils and Families

Olney Infant Academy understands the importance of working in partnership with parents and carers to enable a child to have the best possible outcomes. We aim to work in partnership with parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- agreeing outcomes for all pupils, in particular, those not making expected progress and, for some pupils identified as having a SEN, involving parents in the drawing-up and monitoring progress against these outcomes
- keeping parents and carers informed and giving support during assessment and any related decision-making processes
- making parents aware of the services available as part of the Local Offer
- providing information in an accessible way

Supporting Pupils at School with Medical Conditions

Olney Infant Academy 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.

See Olney Infant Academy's Supporting Pupils at School with Medical Conditions Policy.

Training and Resources

- The SENCo meets with the education providers of children transitioning into school to ascertain training and resourcing needs.
- In order to maintain and develop the quality of teaching and provision to respond to the 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 SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.
- Our school is part of the Inspiring Futures through Learning Multi-Academy Trust. The SENCos from the Trust's schools meet termly. This enables shared discussion on special educational needs issues and an opportunity to develop and share good practice.
- The SENCo attends termly meetings set up by the Local Authority to advise on training opportunities, new developments relating to SEND and good practice within the authority.

Special Provision

The school has the following facilities:

- Ramps to outside doors to allow wheelchair access.
- Carpeted classrooms (excluding practical areas) to give improved acoustic conditions for hearing impaired children.
- Blinds in classrooms to reduce glare for children with a visual impairment.
- Individual items of equipment are provided as needed eg specialist chairs, individual work stations.

Roles and Responsibilities

The Principal has:

- responsibility for the day to day management of all aspects of the school's work including provision for children with special educational needs
- determines the role of the SENCo at Olney Infant Academy
- monitors the effectiveness of the SENCo in carrying out their duties

The Special Education Co-ordinator (SENCo)

Our SENCo is Miss Laura Circuit, a qualified teacher working part-time at Olney Infant Academy who has completed the National Award in Special Educational Needs Co-ordination (NASENCo Award). She attends regular training on SEND to keep our school and provision up to date. Miss Circuit splits her time between Olney Infant Academy and Olney Middle School.

The SENCo attends senior management team meetings for matters relating to SEND.

Responsibilities include:

- the co-ordination of SEND provision at Olney Infant Academy.
- the day to day operation of the SEND Policy
- identification of a pupil's SEN and co-ordination of the specific provision made to support individual pupils with SEN including those who have EHC plans
- providing professional guidance and support to colleagues
- liaising with and providing information to a parent/carer of a child on a regular basis about the child's SEN and the provision being made
- communicating and liaising with outside agencies to secure their services
- the deployment and training of staff for targeted support and interventions
- evaluating the effectiveness of additional support
- ensuring that the records of the pupil's SEN and provision made are maintained and kept up to date
- being a key point of contact and liaising with other schools, specialist teachers, health and social care professionals and educational psychologists when required
- liaising with other education providers to ensure a smooth transition is planned at entry into school and at the exit point when the pupil moves on
- working with the principle and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- preparing and reviewing the information in the SEN Information Report and SEND Policy on an annual basis

The Governors

Our governing body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice (2014). There is a member of the governing body with specific responsibility for looking at the school's arrangements for SEND.

Storing and Managing Information

All data is stored and managed in accordance with Olney Infant Academy's policies on Safeguarding, Data Protection and E-Safety in accordance with General Data Protection Regulation (May 2015).

Admission Arrangements

No child will be refused admission to school on the basis of their special educational need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

See Olney Infant Academy's Admission Policy.

Complaints Procedure

If there are any complaints relating to the provision for children with SEN these will be dealt in the first instance by the class teacher and SENCo, and then if unresolved by the Principal. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints procedure.

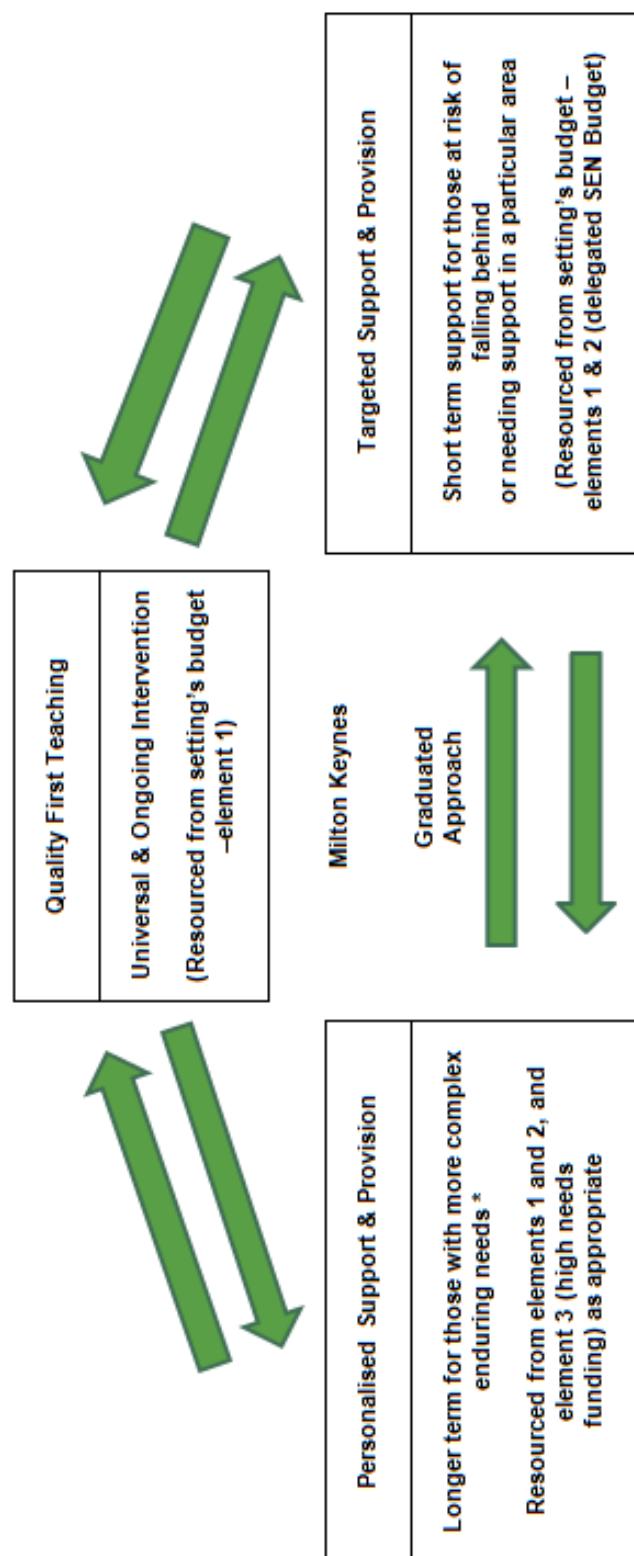
See Olney Infant Academy's Complaints Policy.

Reviewing the Policy

The policy will be reviewed annually, with the next review date set as September 2021.

Appendix 1

The Graduated Approach to SEN



The four-part assess, plan, do and review in place to fulfil the Graduated Approach to SEN

1. Quality First Teaching

At Olney Infant Academy excellent targeted teaching methods known as Quality First Teaching are implemented. This means:

- The teacher has high expectations of their pupils and sets challenging outcomes
- Opportunities to learn in different ways are apparent in the classroom including practical approaches
- All teaching is built on what your child already knows, can do and can understand
- Lessons are planned to meet the specific needs of the children, with appropriate differentiation
- Specific strategies may be put in place to support your child to learn. These may have been suggested by the SENCo or outside agencies
- Your child may participate in interventions outside of the classroom. These will be to target specific gaps to enable your child to make progress. Any interventions will be documented on your child's provision map
- The Senior Management Team will monitor the quality of teaching for all pupils, including those at risk of underachievement

2. The Graduated Approach

Assess, Plan, Do and Review

Where a pupil is identified as having SEND Olney Infant Academy will take action to put special education provision in place to remove barriers to learning. This SEND support will take the form of a four-part cycle through which actions can be refined to support the pupil to make good progress and achieve good outcomes.

Assess

- In identifying a child as requiring SEND support the teacher, working with the SENCo will carry out an analysis of the pupil's needs. This will take the form of teacher assessment information, previous progress and attainment, the child's development in comparison to their peers, national data and the opinion of the parents/carers and the child.
- The assessment will be reviewed termly to ensure that support and intervention are matched to need.

Plan

- Where it is decided that SEND support is required the parents/carers will be formally notified. The teacher and SENCo will agree in consultation with the parents the adjustments and personalised support and provision to be put in place with a clear review date.

- All staff working with the child will be made aware of their needs, the outcomes sought and the approach taken to achieve the outcomes. This will be recorded on the child's Learning Support Plan.
- The personalised support and provision to meet the outcomes will be provided by staff with sufficient skills and knowledge.
- Involvement from parents will be sought to support the planned provision.

Do

- Where the personal support and provision involves group work or one-to-one teaching away from the main class teacher, they will retain responsibility for the pupil.
- The teacher will work closely with any teaching assistants or specialist staff to plan and assess the impact of the personalised support and provision and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in further assessment of the child's needs and problem solve different personal provision that may be required.

Review

- The effectiveness of the personalised support and provision and their impact on the pupil's progress will be reviewed with the parents on the agreed date
- The views of the parents and pupil with regards to the support received and impact on progress made will be sought.
- Parents/carers will be fully involved in planning next steps.
- Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Olney Infant School will co-operate fully with the local education authority in the review process and may hold annual review meetings on their behalf.