

OUSEDALE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

1.0 INTRODUCTION

In this policy, students with Special Educational Needs and Disability (SEND) are those in the Stages of Assessment and Provision as outlined by the Children and Families Act 2014 and Special educational needs and disability code of practice: 0 to 25 years (April 2015)

A child is regarded as having SEN and disabilities if he/she:

- is progressing at a significantly slower rate than the majority of children their age and/or
- requires provision that is additional to or different from the services usually provided in the school

Children with SEN and disabilities will receive what is termed SEN support and might include the following as a graduated response:

- receiving interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies
- a request for assessment where the school or parents/carers ask the Local Authority to decide whether an Education Health Care Plan (EHCP) is needed (formerly called a Statement)
- an EHCP is agreed and written by the Local Authority setting out the needs of the student and the provision that should be made to meet them.

This policy stands with the formal statement of the "Aims of Ousedale School" and the various supporting policies to ensure that:-

- i. students, parents/carers and staff understand and respond supportively to each person's individual strengths and weaknesses in learning and behaviour;
- ii. all students have access to their full entitlement to the National Curriculum, where possible in ordinary classes without resort to modification or disapplication;
- iii. optimum use is made of resources available inside and outside school by developing a flexible range of support components to meet the special educational needs of individual members.

Please note: Ousedale School also has a School Accessibility Plan based on the requirements of the Equality Act 2010.

Responsibilities of the various partner groups of the school will be:

2.0 CURRICULUM (EXPLICIT) - Senior Leadership Team and members of Middle Leaders.

2.1 All students will have the same entitlement to a broadly based, rigorous pattern of

learning and challenge.

- 2.2 Differentiated work will be developed and made available across the whole ability range in all subject areas.
- 2.3 There will be a fair apportionment of financial resources for the purchase of learning materials to support differentiated work.
- 2.4 Assessment programmes will be reviewed regularly to ensure fair testing and parity of special arrangements available nationally through examination boards.

3.0 CURRICULUM (HIDDEN) - Senior Leadership Team and members of Middle Leaders.

- 3.1 All students will have the same entitlement to components of the wider curriculum.
- 3.2 All students will be subject to the school's policies, in particular those regarding Behaviour, Equal Opportunities, Anti-Bullying, Rewards and Sanctions, Highly Able and Careers Education and Guidance.
- 3.3 All students will be helped to develop relationships based on mutual respect, tolerance and understanding.
- 3.4 The tutorial programme will give students information and advice about learning opportunities in school and in the wider community and will ensure progress monitoring and review.

4.0 ENVIRONMENT – Senior Leadership Team and Site Manager.

- 4.1 The Officer in charge of admissions, in consultation with the Head of Special Needs, will identify any exceptional environmental needs.
- 4.2 Efforts will be made to ensure that new developments in the fabric and architecture of the school enable physical access for all.
- 4.3 There will be a fair distribution of finance to support the development of educational, social and recreational areas for students of all levels of ability and disability.
- 4.4 The designated member of SLT will ensure the promotion of the school's Special Educational Needs and Disability Policy and related INSET to all associate staff.

5.0 TEACHING STAFF

- 5.1 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- 5.2 Teachers will be supported in the preparation, delivery and evaluation of differentiated work across the whole ability range in all subject areas.
- 5.3 The SEND Co-ordinator (SENDCo)
 - i. develop, manage and review the implementation of this policy within school;

- ii. strive to obtain the school's full entitlement to SEND resources;
 - iii. be the designated teacher with statutory responsibilities as outlined in the Code of Practice and Special Educational Needs and Disabilities Act (SENDA);
 - iv. represent the interests of Ousedale students with SEND across the LA
- 5.4 The SEND Team, comprising teachers and teaching assistants, will:
- i. assess students on the system described in the Code of Practice, taking account of current legislation;
 - ii. provide a range of services within and beyond the taught curriculum to support students in developing independent learning and appropriate behaviour;
 - iii. support staff in differentiating the curriculum, in developing a range of teaching styles to match the assessed needs of students and in evaluating what is taught and learned;
 - iv. maintain a whole-school assessment profile and supply staff with quality information and up-to-date advice about individual learning needs;
 - v. contribute to a flexible programme of profiling and record keeping for the school.
- 5.5. Staff will be supported in their roles by appropriate INSET and by opportunities to develop SEND work within school and in the wider SEND context.

6.0 STUDENTS

- 6.1 Students will be required to adhere to the school's Code of Conduct.
- 6.2 Priority will be given, in the apportionment of funds allocated to SEND work, to the provision of support for students to remain within their peer group for learning.
- 6.3 Students will be encouraged to understand their own learning needs and to respond supportively to each other's strengths and weaknesses. They will be encouraged to move towards the negotiation of their own support structures and strategies.

7.0 PARENTS AND CARERS

- 7.1 Ousedale will endeavour to work as closely as possible with the parents and carers of all students, supported by Home-School Agreements.
- 7.2 This SEND policy is made available on the school website and referred to in the school prospectus.
- 7.3 The individual learning needs of students will be discussed fully with parents and carers in complete confidence.
- 7.4 Students' assessment, review and support programmes will be a matter of partnership between the school, the student and parents and carers, as outlined in the Revised Code of Practice Section 6.44.
- 7.5 All communications to parents and carers regarding learning needs will be made in

confidence and written in straightforward language, or other medium as needed.

- 7.6 Information on support services and organisations locally will be made available to parents and carers on request, for example, the MK SEND IAS (Special Educational Needs and Disability Information and Advice Service) 01908 254 518

8.0 GOVERNORS

- 8.1 The Governing Board, with the school staff, will work for the fullest development of the potential of all students.
- 8.2 School Admissions will be accepted according to stated criteria and to the ability of the school to provide properly for particular special educational needs.
- 8.3 The Governors will discharge their duties regarding students with SEND in accordance with prevailing legislation, currently having regard to the SEND Code of Practice.
- 8.4 There will be a Governor designated to develop some expertise within the area of Special Needs.

9.0 SPECIAL PROVISION

The school has an Accessibility Plan in place.

- 9.1 The school does not have a special unit.
- 9.2 The Newport Pagnell campus has limited wheelchair access from September 2018 and will accommodate (on a case by case basis) students with mobility difficulties. The Olney campus is designed with complete wheelchair access in mind. The governors will work with the Local Authority to improve facilities to accommodate students' particular needs.
- 9.3 Personalised Learning Centres have been set up at both the Newport Pagnell and Olney Campuses. These students will have access to personalised learning and alternative programmes. We aim to maintain progress towards GCSE and other accredited qualifications where possible.

10.0 RESOURCES

- 10.1 The Local Authority has devolved funding to the school based on a formula derived from entry assessments of all students. In addition, it provides additional funding for more expensive special educational provision (top-up funding) based on a nationally prescribed threshold.
- 10.2 Devolved funds earmarked for SEND purposes are managed by the SENDCo.
- 10.3 The school allocates the staffing budget according to need and resources received. The Special Needs Department includes a SENDCo, Assistant SENDCo at the Newport Pagnell and Olney Campus (HLTA), HLTAs or Senior Teaching Assistants specialising in Communication and Interaction and SEMH, English and Maths at both campuses.

Funding is also used for Training for teachers and Teaching Assistants – in-house, local and national courses and specialised books and equipment.

- 10.4 Support in classes is allocated in proportion to the degree of students' needs and the details are recorded in students' Learning Passports, published twice yearly. These learning plans are written with the students, taking due consideration of their age, maturity and capability.
- 10.5 Specific skills workshops are offered in spelling, literacy, numeracy and social skills, in response to the particular needs of the current cohort. These will be offered only in exceptional circumstances as they will involve removal from the usual timetable. Further details of the additional provision are included in the Local Offer document published on the school website and reviewed annually.

11.0 IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEN

- 11.1 The SENDCo will liaise with feeder schools and the entry PAL to ensure that all known SEND information is accurate and available to staff.
- 11.2 The SENDCo will implement a whole school programme of assessment to identify students with SEND and to inform ongoing assessment for learning within departments.
- 11.3 The Literacy team will complete diagnostic assessments of reading and spelling and regular re-testing to ensure that progress is monitored accurately. This will support a spectrum of assessment leading to public examinations arrangements throughout the school.
- 11.4 The SENDCo will liaise with Departments to ensure the needs of the Highly and Able students are met.

12.0 SPECIALIST ADVICE AND SUPPORT

- 12.1 The SENDCo will maintain links with all available agencies in the Local Authority and nationally in the areas of need of current students, and these professionals will be invited to contribute to work with students and staff if appropriate.
- 12.2 A number of services are available to the school including:
- Educational Psychologist
 - Community Physician
 - Parent Partnership (now known as SENDIASS)
 - Speech and Language Service
 - Physiotherapy Service
 - Specialist Teaching Team (C&I, HI, VI)
 - Virtual School
 - The Child and Adolescent Mental Health Service (CAMHS)
 - Youth Offending team
 - Social Services Teams
 - Ethnic Minority Achievement Support Service
 - Victim Support Service

Some of these are available at regular times in the year others are by individual appointment.

The school's careers advisors are involved in Transition Planning for students with

EHCPs and are kept informed of all students with SEND requiring careers support. These students are also supported where appropriate during work experience planning.

13.0 COMPLAINTS PROCEDURES

Parents and carers are encouraged to talk with school staff at the earliest point of concern.

The whole school complaints procedures are set out in the school prospectus and available on the website.

14.0 EVALUATION AND MONITORING

- 14.1 The SENDCo will initiate and organise the monitoring and review of this SEND policy.
- 14.2 The SENDCo will publish a report each year for the Governors' Learning & Curriculum Committee on the effectiveness of the school's work on behalf of children with special educational needs. In the light of evaluation and the response to consultation the school should consider whether the policy needs amending.
- 14.3 In the light of the above review information and developments in national legislation, this policy will be revised by the Learning & Curriculum committee on an annual basis.

Reviewed by Learning & Curriculum Committee – May 2019
To Full Governing Board – July 2019
Date of Next Review – March 2020