



**Wooddeaton Manor  
School  
Special Educational  
Needs Policy**

**September 2017**

# Woodeaton Manor School

## **Policy: Special Educational Needs Policy**

**Policy Date:** September 2017

**Review Date:** September 2018

**Review Committee:** Curriculum Working group

**Governor with responsibility for this policy:** Katherine Lewis

# WOODEATON MANOR SCHOOL

## Policy for special educational needs

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### **A SCHOOL ARRANGEMENTS**

#### **A1 DEFINITION AND AIMS**

##### **Definition**

A pupil has special educational needs if he or she has learning, emotional, social or physical difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in making progress than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (*Education Act 1996*).

##### **Aims**

At Woodeaton Manor School, we believe that each pupil has individual and unique needs. If our pupils are to achieve their full potential, we must recognise this and plan accordingly. Many of our pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Woodeaton Manor School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude

- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents/carers, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with SEN is a matter for the school as a whole. It is every teacher's responsibility to provide for pupils in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (Katherine Lewis) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for all pupils
- all staff are aware of the need to identify and provide for pupil's needs
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the Raising Achievement Plan
- the quality of SEN provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- she also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole, e.g. through Curriculum working group meetings.

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils identified as having additional special educational needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff

**Subject teachers** are responsible for:

- Providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils.
- giving feedback to parents/carers of pupils.

**Learning support assistants** work as part of a team with the SENCo and the teachers, supporting pupils' individual needs. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils to gain access to a broad and balanced curriculum.

LSAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **A3 CO-ORDINATING AND MANAGING PROVISION**

At Woodeaton Manor School:

- sharing of expertise is welcomed and encouraged
- Special educational needs are a part of the school Improvement plan
- the SENCo ensures that regular meetings are held, normally once a term, to review IEPs and provision
- there is daily formal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - the SEN register
  - an overview of SEN provision from the school prospectus
  - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff

### **A4 ADMISSION ARRANGEMENTS**

Woodeaton Manor School 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 in accordance with the LA admissions policy. If a parent/carer wishes to have mainstream

provision for a child with an Education, Health and Care Plan the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **A5 SPECIALISMS AND SPECIAL FACILITIES**

At Woodeaton Manor School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN. Additional training for teachers and LSAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible at Woodeaton and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has not yet been adapted to provide easy access for wheelchairs, or toilet and washing areas

## **B IDENTIFICATION AND ASSESSMENT AND PROVISION**

### **B1 ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEN in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the delegated SEN budget (the SEN Index) that funds the additional support required
- specific funds that are allocated to pupils with an EHCP
- other specific funds e.g. Standards Fund allocations, Children's Fund.

The headteacher, SENCo and the governors of the school regularly monitor the needs of pupils. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Woodeaton Manor School follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

All pupils admitted to Woodeaton Manor School have been identified as having emotional and social difficulties and have undergone a multi-professional review. This will have resulted in an EHCP.

#### **Annual Reviews**

For all pupils an Annual Review Meeting has to be held. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the EHCP, are invited to attend or submit a written report.

### **B3 CURRICULUM ACCESS AND INCLUSION**

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provides a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with additional needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal and social development.

### **B4 EVALUATING SUCCESS**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- the Raising Achievement Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents/carers and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

### **B5. ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice (see C1 below).

## ***C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL***

### **C1 PARTNERSHIP WITH PARENTS/CARERS**

The staff at Woodeaton Manor School will continue to forge home/school links and encourage parents/carers to be partners in the education process. Parents and Carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents and Carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents and Carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent/Carer consultation meetings are held once a year, but parents/carers are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents/carers of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01865 810541. Some of their leaflets are available in school. A guide to SEN provision in Oxfordshire (The Green Pack) is available in school, plus the school's SEN Policy, information about the Code of Practice, the SEN Tribunal and how to contact the Local Authority. Parents/carers are welcome to request any of these publications.

## **C2 THE VOICE OF THE CHILD**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Woodeaton Manor School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs and teachers about their learning
- class and individual reward systems

## **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, CAMHS and social and health care services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by other professionals. The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

## **C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

### **Transfer and links with other schools**

- SEN action records are transferred following county procedures.
- there are opportunities for all pupils to visit the school.
- representatives from the school are available for consultation before the time for transfer.
- for all pupils, the statement/EHCP is amended by 15th February of the year of transfer.

### **Transfer within the school**

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

## **C5 STAFF DEVELOPMENT**

- the school is committed to gain expertise in all areas of SEN
- there are regular training sessions for LSAs



- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo and other staff attend County meetings and INSET when relevant

Governor with specific responsibility for this policy is K Lewis.

Adopted by the Governing Body in September 2017

Date to be reviewed: September 2018

## Woodeaton Manor School SEN Contacts

Service/Agency	Contact Name	Tel/Fax
Advisory Teacher for Pupils with Down's Syndrome and complex medical needs		
Autistic Service Outreach Teacher		
Consultant for Inclusion(SEN)		
EBD Outreach Teacher		
Educational Psychologist		
Occupational Therapist		
Parent Partnership		
Physiotherapist		
Pre-school Teacher Counsellor		
PRU and Integration Service		
SEN Governor		
SEN/ICT service		
Service for Pupils with Physical Disabilities		
Special Needs Advisory Support Teacher (SNAAT)		
Speech and Language Service Outreach Teacher		
Speech and Language Therapist		
Teacher of the Hearing Impaired		
Teacher of the Visually Impaired		

*Further details and general contact numbers can be found in section J.*