



HEYFORD PARK
FREE SCHOOL

BONUM COMMUNE COMMUNITATIS

HEYFORD PARK FREE SCHOOL

Special Educational Needs Policy



HEYFORD PARK FREE SCHOOL **SPECIAL EDUCATIONAL NEEDS POLICY**

*This policy is a statement of the aims, principles and strategies for the most effective and efficient provision for pupils with **Special Educational Needs*** at Heyford Park Free School. The DfE Code of Practice has been taken into consideration. We recognize that this initial policy is likely to require revision to respond to evolving needs once the school is fully operational and to changes in the Code of Practice, which are expected to be introduced from 2014.*

***Definition of Special Educational Needs**

(Code of Practice Jan 2002 Chapter 1 1:3)

Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within Oxfordshire Local Authority.
- Are under compulsory school age and fall within either category above or would so do if special educational provision was not made for them.

Special educational provision means for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by Oxfordshire Local Authority, other than special schools in the area.

AIMS

At Heyford Park Free School we recognise that any pupil may have special educational needs at some stage during their education. We aim to provide appropriate support for the individual needs of all pupils and to make any special provision that is necessary for them to take full advantage of the school's curriculum.

We are committed to understanding every pupil and supporting their educational experiences so that they make full use of their potential. Everyone at Heyford Park is dedicated to instilling high aspirations in all pupils, regardless of ability.

OBJECTIVES

In order to meet these aims we will:

- Identify at the earliest opportunity all pupils who need special provision and extra resources to support their learning and educational development, using the benefits of Heyford Park being an all-through school
- Provide a broad, balanced and suitably differentiated curriculum that is relevant to pupils' individual needs and that enables all pupils to have access to the curriculum.
- Involve pupils, as far as is reasonable, in discussions about their progress and decisions about any special provision.
- Strive to include pupils with special educational needs in all aspects of the life of the school.
- Encourage independent learning as much as possible at all ages.
- Involve parents in developing a partnership of support for their children.
- Work closely with external agencies to provide for pupils' individual needs.
- Monitor on a regular basis, review and evaluate the needs and suitability of provision for all pupils with special educational needs.

ROLES AND RESPONSIBILITIES

All staff at Heyford Park are responsible for pupils with special educational needs.

We all work towards the aims and objectives of this document and use agreed school procedures for identifying, assessing and making provision for pupils with Special Educational Needs. Because our school is small, we expect all staff to know and understand the individual needs of our pupils.

This work is coordinated by our Special Educational Needs Coordinator (SENCo). The present post holder is David Castles, Principal.

The SENCo is responsible for:

1. Daily implementation of the SEN Policy
2. Teaching children with special educational needs (balanced with their other school commitments).
3. Influencing school developments to ensure that they meet the needs of the full range of pupils in the school.
4. Advising staff on SEN issues and organising school based SEN training for other staff.
5. Updating the SEN register on a regular basis.
6. Monitoring records of SEN pupils.

7. Liaising with parents and external agencies.
8. Ordering and updating resources.
9. Managing Teaching Assistants and any other staff appointed to provide additional teaching support.
10. Organising and chairing Annual Review and other meetings for pupils with statements of special educational needs.

Our Governing Body has appointed Nathan Jones as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs (Code of Practice, Jan 2002, Chapter 1 1:39).

Staff will be given regular **training opportunities** to develop their skills and confidence in working with children with special educational needs and in developing practices which promote whole school approaches to special educational needs. These opportunities include participation in school-based and external training. Governors will be informed of school-based training and invited to attend. The SENCo, class teachers and teaching assistants will also be encouraged to attend specific courses which have a particular bearing on the children they are supporting and which help to develop Heyford Park as an inclusive community.

ADMISSIONS ARRANGEMENTS

Heyford Park Free School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs. The school aims to reflect the strong and diverse community at Heyford Park and the surrounding villages. Children who meet the admission criteria will be admitted to the school, provided the appropriate level of facilities is available to meet their individual needs.

This special needs policy document will be used in conjunction with other school policies. All children, including those with special educational needs, will be expected to follow the behaviour policy. Summaries of all the policies are contained in the school brochure and in the staff handbook. They are available on our web-site and can be given to parents on request.

The Code of Practice recognises four broad categories of special educational needs:

Children's needs and requirements fall into four broad areas, but individual students may well have needs which span two or more of these areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- Social, emotional and mental health behaviour reflecting underlying health difficulties: mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment, Visual impairment, Physical disability, Multi-sensory impairment

Supporting students with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with the healthcare plan. The school has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2014).

Throughout the school we monitor pupils' progress as set out in our assessment procedures, bringing together teacher observation and formal assessments. We also use diagnostic tests when appropriate to identify any specific difficulties.

IDENTIFICATION, ASSESSMENT AND REVIEW

Student progress is assessed by staff every term as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a student has SEN. All those working with students are alert to emerging difficulties and respond promptly. In deciding whether to make special educational provision, the SENCO considers all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the student and their parents. Heyford Park Free School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the parents.

When a student is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of students with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- A student's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties

- Requiring specialist material/equipment or support for sensory/physical difficulties

The SENCO will liaise with a range of specialists, the student and the parents to consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Expected outcomes will be agreed and progress reviewed regularly.

Provision for children with SEN is additional to and/or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Student Profile.

At Heyford Park we offer short-term extra help to assist with the pupil's learning, either in class or in small groups. This is targeted and time limited with a review of progress before deciding about any further action. Data about the pupil's achievements are integral to measuring the success of any additional interventions. More intensive, targeted support is provided when small group intervention fails to work. Pupils requiring this level of support have Individual Education Plans, which set out a few short-term targets, the agreed teaching strategies and the process for reviewing progress at least twice a year. Where the reviews of the Individual Education Plans indicate that the school's interventions are not making a sufficient difference, external agencies will be involved.

At all stages, records are kept of the special arrangements and the pupil's response to them. An Inclusion Register is regularly updated and follows the Code of Practice guidelines in terms of levels of provision: School Action, School Action Plus (where additional help and advice is provided by external agencies) and Statutory Assessment:

Statutory Assessment

In a small number of cases where there is significant cause for concern and the earlier stages of School Action and School Action Plus have not resolved the difficulty, the Oxfordshire Local Authority will need to make a statutory assessment of a pupil's special educational needs and consider whether to issue a statement (Code of Practice, January 2002, Chapter 7 7:1). Oxfordshire Local Authority will seek evidence from the school that any action implemented for the pupil has continued for a reasonable period of time without success and that alternatives have been tried. Evidence of external agency involvement will also be required.

A statement provides details of:

- The child's special educational needs.
- The arrangements to be made for monitoring progress and setting new objectives.
- The provision that the Local Authority considers necessary to meet the child's special educational needs.

The statement will be reviewed annually. Parents, teachers and external agencies will report on progress. We will amend objectives and provision, when this is appropriate and agreed.

CURRICULUM ACCESS AND INCLUSION

We aim to provide the very best learning opportunities for all pupils, in line with three key principles for inclusion. We will:

- Set suitable learning challenges.
- Respond to pupils' diverse needs.
- Overcome potential barriers to learning and assessment.

Wherever possible, our aim will be to include pupils fully within mainstream class activities, adapting as necessary the teaching approaches and materials to meet individual needs.

We will:

- Provide a broad and balanced curriculum for **all** pupils, offering them an opportunity to join in all the activities of the school.
- Use different teaching strategies according to pupils' needs, including in-class support and withdrawal of small groups.
- Have high expectations and set suitable targets for all children.
- Discuss with pupils, parents/carers and school staff any further ways of implementing our inclusive philosophy.

We will make provision for pupils with disabilities, responding to their needs on an individual basis. The disability in itself will not be seen as a barrier to learning or to having the highest expectations for the pupil's achievement. Special arrangements may include, for example, adaptations to the building, use of technology to ensure full participation, therapy support, additional time to complete tasks, teacher support in class to differentiate teaching materials, or opportunities for assistance with completing homework.

ALLOCATION OF RESOURCES

Decisions about the allocation of resources will be made by the finance committee of the Governing Body with advice from the Principal. The SENCo, in consultation with the Principal, is responsible for the use of these resources and the deployment of the designated support staff. Support for individual pupils and groups of pupils will be allocated by the SENCo on the basis of identified need within classes and across the school.

Resources for pupils with statements of special educational needs are treated separately. These pupils receive the support specified and provided by Oxfordshire Local Authority in their statements.

We will ensure that pupils who have special educational needs benefit from the use of Information and Communication Technology (ICT) to maximise their inclusion in the curriculum. We will aim to be up-to-date with the latest software and to ensure that this is matched to individual pupils in order to enhance their learning, to address the difficulties they experience and to increase their motivation to engage with classroom activities.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

At Heyford Park we place great importance on the involvement of parents and carers. For pupils with special educational needs we make a particular effort to promote a culture of co-operation with parents and carers by:

- Making them aware of our arrangements for special educational needs.
- Informing them whenever a pupil is placed on the Special Educational Needs Register and offering the opportunity for discussion.
- Holding formal meetings between the SENCo, class teacher and parents to discuss the pupil's needs and our approaches to addressing these needs.
- Arranging termly consultation with all parents of pupils with special educational needs.
- Holding Annual Reviews for pupils with statements of special educational needs.

We also encourage **pupils** to contribute to their learning by:

- Involving them in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.
- Encouraging them to be as independent as possible.

As we develop as a school we will secure the involvement of **external support services** for pupils with special educational needs as these become necessary to assess and support individual pupils. This may include advice, support and liaison from specialist services and external agencies, such as educational psychologists, speech and language therapists, other therapists and health professionals, educational support teams, children's social care services, and links with other schools. Where recommended, we will also seek help from specialist professionals to advise on technology that may be beneficial for individual pupils.

We will ensure that all **transfers between schools** are planned, monitored and supported to ensure that there are successful outcomes for pupils. We will establish strong relationships with any early years settings attended by pupils before they start at Heyford Park and will collaborate with all other support services and agencies involved with the child and with their parents to plan jointly any necessary arrangements. Information about a pupil's special educational needs will be shared with the class teacher and other staff working with the pupil.

Because Heyford Park is an all-through school we will ensure that there are the strongest possible links as pupils move between different phases of their education, with continuity of mentoring. We will make flexible arrangements, ensuring that pupils' individual needs are integral to our planning of transfers.

MONITORING AND EVALUATION SUCCESS

Our success in implementing this Special Educational Needs Policy and the provision we make is measured by:

- Monitoring of classroom practice by the SENCo, the Principal and subject coordinators.
- Analysis of pupil tracking data and test results for individual, and groups of, children.
- Value-added data for pupils on the Special Educational Needs Register
- Reviewing which interventions are most effective in the school and learning lessons for future action.
- Wider school self-evaluation processes and progress towards our School Improvement Plan.
- Providing a report on progress to the Governing Body, at least on an annual basis.
- Feedback from parents and pupils.
- External evaluation and inspection.

COMPLAINTS

Any complaints regarding the Special Educational Needs Policy or the provision made for pupils with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Principal. If, however, parents are still concerned, they may contact the Special Educational Needs Governor.

LINKS TO OTHER POLICIES

This policy focuses on pupils with special educational needs but it should also be read in association with other school policies and guidelines, for example in relation to Child Protection, Behaviour, and Inclusion.

GIFTED AND TALENTED PUPILS

Although the special educational needs policy does not specifically cover pupils who are gifted and talented, many of its principles also apply to these pupils, for example: the emphasis on meeting their individual needs, the focus on providing differentiated teaching approaches, the drawing up of individual learning plans, and the involvement of the pupils and their families in discussions about ways to extend their learning opportunities. In addition there may be some pupils who have a special educational need, e.g. a visual or hearing impairment, but who are also gifted.

PROCEDURES FOR MONITORING AND REVIEWING THIS POLICY

This policy was adopted by the Governing Body prior to school opening September 2013.

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth, or annually whichever is sooner.

To be reviewed before the end of the Academic Year 2016-17