

**Oswaldtwistle School**

**Special Educational Needs & Disability (SEND) Policy and School Offer**

**February 2018-19**

At the The Oswaldtwistle School aim to offer students a broad and balanced curriculum, including access to the National Curriculum, as well as their statutory entitlements.

Our objectives in making provision for students with special educational needs are:-

1. To provide appropriate and where necessary additional learning support to students encountering difficulties in meeting the requirements of the Curriculum.
2. To provide teaching staff with the information as to the student needs and to encourage clear and effective support for staff when dealing with these students

In order to achieve our objectives and ensure students reach their /full potential we will:-

1. Provide small teaching groups which follow National Curriculum at the appropriate level
2. Make teaching assistants available to work with students and provide support/differentiated tasks where necessary, in order that students make the best progress of which they are capable.

Over the academic year we will encourage students to participate in learning and take responsibility by ensuring students are involved with reviewing their IEPs.

We will include parents in their children’s education by ensuring they are kept informed by having regular weekly feedbacks which highlight success and seek to resolve problems.

In reviewing our curriculum we will continue to monitor and evaluate the effectiveness of the curriculum offered to students with SEN.

We will maintain appropriate records and monitor student progress.

We will include all staff in recording and reviewing student progress

**Roles and Responsibilities**

The Headteacher is responsible for the management of the Special Educational Needs and for keeping the school’s Management Committee informed about provision. The Headteacher will work closely with the SENCO to ensure effective day to day provision. All staff will be responsible for differentiating the Curriculum for students with special educational needs and monitoring their progress.

**Admissions**

All students will have an induction meeting before beginning their education at the The Oswaldtwistle School. Parents will be included in the planning for their child.

On entry students will be monitored on a lesson by lesson basis to ensure they are able to access the curriculum. Students will also complete baseline assessment tests upon entry (see Assessment Policy).

Students with Special Educational Needs will be assessed and monitored by Curriculum staff who will regularly discuss students with the SENCO at weekly meetings. Students progress will be monitored and action taken if adequate progress fails to be made.

Staff and students will review IEPs on a half termly basis via one to one sessions with their Keyworker and parents will be made aware of how they can best help facilitate progress.

The Headteacher will hold regular reviews for students with a Statement of Educational Needs considering all aspects of student progress and liaising with involved agencies.

**Curriculum**

All students at the The Oswaldtwistle School will follow, wherever possible, National Curriculum guidelines in core subjects. Staff will take account of Special Educational Needs and this will be reflected in their planning which will also highlight differentiated tasks. Students will work with staff to use their IEPs to facilitate access to the Curriculum and measure individual progress. All students will be involved in sporting and leisure activities whether school based informal ones or more structured learning opportunities. Students will also have access to educational visits to supplement the Curriculum.

**Criteria for evaluating success of SEN Policy**

* Regular and appropriate assessment.
* External examination results –BTECS, GCSEs
* IEP targets met or good progress made towards them
* Good attendance record
* Parental satisfaction
* Student satisfaction through meeting with success

**Parents**

Parents will be kept informed of their child’s progress by:

* Immediate feedback by Key workers of achievement or difficulties.
* Half termly IEP reviews / reports

**Agencies**

The The Oswaldtwistle School staff work closely with many other agencies including:

* Health – school nurse available for health checks, immunisation, input to Curriculum.
* Well being Early help and Prevention WPEH
* Pupil Support Officer
* Educational Psychologist
* Social Services
* Youth Offending Team
* Special Educational Needs Service

**Training**

The Headteacher and SENCO will keep up to date with Statutory Requirements by attending cluster meetings. Staff will be kept informed both formally and informally at staff meetings and during staff discussions.

## The partnership

## The SEN Co-ordinator is responsible for

* the day to day operation of the policy including co-ordination, assessment and provision for SEN and maintaining the SEN records on all students.
* liaison with parents and other agencies regarding SEN provision and for ensuring that the cycle of reviews and evaluations is carried out.
* ensuring action, not necessarily carrying it out

### The Headteacher is ultimately responsible for

* endorsing all requests to the LEA for formal assessment and keeping parents informed
* ensuring confidentiality in information gathering systems

**Young People** **have the right to**

* be treated as partners in the process
* be supported by staff in preparing input to a review
* be given time to express themselves
* be able to understand the language used in discussion

**Parents / carers will be supported and empowered to**

* play an active role in obtaining and accessing the support and provision to meet the needs of the child
* make their views known
* have access to information, advice and support

**The Graduated Approach**

This policy is written to comply with the Children and Families Act 2014 and its SEN Codes of Practice 2014, along with the Equality Act 2010 which has resulted in a number of fundamental changes from the previous legislation.

* The **views of parents and young people must be considered** and Parents are expected to be involved at every stage of the planning and reviewing of SEN provision for their child. This includes provision for a legal right for parents to control the funding for the support their child needs;
* No more statements will be issued by the Local Authority. Statements have been replaced by **Education, Health and Care Plans (EHC Plans)** which can identify support for children from birth to 25 years and includes health, social care and education within the package of support;
* School Action and School Action plus have been replaced by a single category of need known as **Special Educational Needs Support (SENS).**
* All children and young people are expected to benefit from **Quality First Teaching**: this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. Additional focused intervention with the purpose of targeting development of particular skills for any child to meet a specific need can be given without identifying a level of SEN.

**Formal Assessment**

Where a student’s needs cannot be met solely by the arrangements described above, the SENCO will put the student forward for formal assessment by the LA. If the student’s needs are such that the LA believes that additional resourcing is required to fully support their needs, then the Educational Health Plan process will be started.

**Educational Health Plan (EHC)**

Previously known as a “Statement of Educational Need”.

The EHC plan is designed to look at all the additional needs of a child and develop a collaborative approach between Education, Health and Care services in the creation of a EHC plan which will meet the needs of the child.

The first stage is the **“All About Me”.** This is a how we document what we all think are the issues in a process which involves the child and parents and the agency with the concern e.g. the school.

It may be that at this stage the concern can be met by the agency without he need for additional input from other agencies. If other agencies are required, then the process moves onto the **CAF (Common Assessment Framework)** process; with the referring agency becoming the **Lead Professional** in the first instance. A meeting is called for all the agencies who we consider to have a relevant input and a plan of action is drawn up. This plan is reviewed every 6 weeks in the **TAF (Team around the child).**

A recommendation from the TAF may be that the evaluation of an Educational Psychologist is needed and this can be bought in by the school or main agency from the Local Authority through IDSS (Inclusion Disability Support Service).

The EP assessment will provide a report on what strategies should be used to support the child as well as accurate information on the abilities of the student.

If the strategies provided by the EP are not sustainable in a mainstream environment or are required on a permanent basis e.g. small group size, then the case would be made for consideration for a placement in a specialist school provision via an EHC plan.

This process works within timeframes and is not a quick solution to immediate issues.

**Process**

1. A concern is highlighted which may require additional input.
2. An IEP is written and we follow our Provision Map.(annex A)
3. All About Me is drafted.
4. A CAF is opened when we require Wave 2 Intervention.
5. A TAF is held to write action plan.
6. EP involved to assess child
7. Application made for EHC plan.
8. Panel approves EHC plan.

**What is a Special Educational Need defined as in schools?**

*“A person has SEN if they have a 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, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

**SEN Code of Practice 2014: 0-25 Years – Introduction xiii and xiv**

*“Special Educational Provision is educational or training provision that is* ***additional to*** *or* ***different from*** *that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised learning.”*

**SEN Code of Practice 2014: 0-25 Years**

As can be seen from the definitions of SEN, Oswaldtwistle School is an extension of the young person’s mainstream school response to the identification of SEN and, while not strictly defined as a specialist school, staff specialism and experience lies within the area of Social, Emotional and Mental Health (SEMH). Within our work, we continue to support the identification of long term needs and inhibitors to learning, be they of a Social Emotional Mental Health nature or any other kind.

**There are four broad categories of SEN:**

* Communication and interaction (i.e. Autistic Spectrum and language disorders)
* Cognition and learning (i.e. Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global developmental delay)
* Social, emotional and mental health (i.e. Attention Difficulty and Hyperactivity Disorder, Attachment Disorder, Mental Health difficulties)
* Physical and sensory (i.e. hearing or sight impairment, and other complex medical needs)

When a child presents with behavioural difficulties it does not necessarily mean that they have a SEN and will not automatically be registered as having SEN by a school.

*“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.”*

**6.21 Code of Practice, 2014**

**Aims and Objectives of this policy and our work:**

The aim of our SEN provision is to ensure that children/young people have access to a curriculum that will help them to progress in their learning in order to achieve their maximum potential. We work in partnership with the referring school where there is one, parents/carers and other agencies to bring about the objectives of this policy.

* To secure high levels of achievement for all
* To meet individual needs through informed, planned and evaluated responses
* To identify barriers to learning and participation for pupils with SEND and inform schools and parents of our findings
* To enable all children full participation and success in activities undertaken at Oswaldtwistle
* To work in partnership through planning, agreed responses and decision making with students (where possible to engage them in the process), parents/carers and school staff
* To work with the Management committee to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
* To work closely with external support agencies
* To ensure staff have access to training and advice
* To plan and budget for the maximum use of available resources

All the children and young people attending Oswaldtwistle are likely to be at a level of SEN support or to have unidentified and/or unmet Special Educational Needs. Many of our students present with learning profiles that suggest further investigation and assessment of their need is required and often a pupil may already have a diagnosis.

Following permanent exclusion or referral by the mainstream school, as part of the Initial Planning we will:

* Meet with the parents/carers and school staff (where possible) to identify the child’s strengths and areas of difficulty;
* Identify together the specific outcome that is desired by our work, called the preferred future in behaviour in learning and how we will measure the effectiveness of our work;
* Request a copy of the schools SEN information about the referred child;
* Identify other agencies that may be working together to support the child and family;
* Request the data from any assessments undertaken and undertake our own baseline assessments;
* Request recent copies of any planned responses made through the school to address the SEN;
* Inform the parents and school that we expect to be included in the SENS, Statement of SEN or EHCP review cycle;
* Arrange an admission meeting and school visit for the child/young person and their parent/carer.
* Ensure we include the student within the process and decision making, wherever possible.

**SEN Support response systems at Oswaldtwistle**

All pupils attending Oswaldtwistle have a personalised approach to their learning through the careful assessment, planning, delivery and evaluation of what a child can do. This is undertaken at a class teacher level and reported on through half termly assessments and reviews held between the Headteacher and SENCo. The personalised approach is informed by the assessments undertaken at the point of referral; the data supplied by the school regarding levels of learning; information supplied by the school related to their response to the child’s SEN and observations, assessment and work undertaken at Oswaldtwistle. We monitor progress and effectiveness of our work on a daily, weekly, half-termly and termly basis and report to parents and schools on a weekly informal and half-termly formal basis.

All our paperwork in the form of Individual Learning Plans, ILP reviews, weekly reports, Review Meetings and academic assessments are available to contribute to the Schools SENS or EHCP records. Staff contributes to the SEN review and planning where appropriate.

The SENCO will liaise with the Local Authority’s SENDO (Special Educational Needs Officer) in completion of paperwork for EHCP submission or review.

A record of pupils who will be in receipt of additional SENS will be kept by the SENCo. In addition Oswaldtwistle will record the SENS specifically provided for identified students to include **identification of a pupil’s need; the outcomes sought; support provided; teaching strategies required and the effectiveness of the interventions and impact on pupil’s progress**. This will be available for parent/carers, any receiving school and specifically for the school review meetings.

Oswaldtwistle can support the school and parents/carers in identifying special educational needs, and will make provision to meet these needs, however a diagnosis (and in some cases treatment) of a profound difficulty is made by the appropriate professionals. Oswaldtwistle will decide with the school and parents as to who is best placed to make a referral or approach a further agency to make further assessment if that is needed.

**Education, Health and Care Plans**

If a child fails to make progress, despite high levels of support from the school and ourselves, consideration will be made as to whether to apply for an EHCP. This will take place if the child has not responded to the support provided and:

* Is a Looked After Child and therefore additionally vulnerable
* The child has an identified difficulty that is lifelong and which means that they will always need support in order to learn effectively
* The child’s achievements are so far below their peers that the school, parents and ourselves think the child may at some point benefit from special school provision

Children and young people, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g. dyslexia, dyspraxia, ADHD, ASD etc) does not mean that the child needs an EHCP.

If the application for an ECHP is successful, a member of the LA will call a meeting for parents, the child, the school and us together with any health and care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHCP which will record the decisions made at the meeting.

If Oswaldtwistle School has ceased to be involved with the education of the child at the point of this meeting, depending on the time lapse, representation will be available to the meeting in the form of reports or if requested, by a member of staff attending.

**Specific Teaching, Learning and Support Responses**

Targets for children are intentionally challenging in the attempt to close the attainment gap between the student and their peers in mainstream. Targets are set both in academic subjects and in terms of behaviour. These are monitored and reviewed each half term through the assessment reports and student review with key person. Targets set focus on desired outcomes in terms of both learning and behaviour.

The Preferred Future identified by the school and parents at referral and the admission meeting is the main target in “behaviour” and “learning” for each child and stages of progress are monitored and evaluated throughout the period of attendance at Oswaldtwistle.

We involve pupils in this process by talking about what they are good at and what they would like help to be “better at”, ensuring they identify their own preferred outcome and work towards it through identified and measurable targets.

Where a student is identified as having literacy or numeracy needs an intervention plan will be put in place. Similarly, where a student at induction is identified as having a need in terms of nurture, further assessment in the form of a Boxall profile will be used to inform group allocation and strategies for class teachers.

The student may also be allocated a Learning Mentor to support them in accessing learning. The SENCo at Oswaldtwistle monitors interventions to identify what works and decides whether this form of support will continue, whether an alternative approach is required or if any advice needs be given to a receiving school. All interventions will be shared with the receiving school and parents to inform longer term arrangements.

**Adaptations to the curriculum teaching and learning environment:**

Oswaldtwistle School is predominantly on one level, corridors are wide, and there are two accessible toilets and access to the outside area via a ramp at the rear. Although front access is via steps, there is a handrail. The school is accessible to students with mobility issues via the ramp at the rear.

 All but one classroom is accessible to children or parents with mobility limitations and is wheel chair accessible throughout. Other adaptations of the environment or resources to enable us to accommodate children with disabilities will be made as required, in advance of admission following referral.

**Staff Expertise**

All staff at Oswaldtwistle are experienced working with children with a range of difficulties including ADHD, ASD and other social, emotional and behavioural difficulties. Our teaching and support team include teachers, teaching assistants, learning mentors, a school counsellor and staff with experience and training in

* Nurture Group training and qualification
* Responding to and managing student behaviour
* Solution focussed Brief Therapy training
* Restorative Practice
* Raising knowledge and skills teaching pupils with ASD, ADHD and other disabilities.
* Understanding the needs of pupils with Attachment difficulties
* Safer Handling, adult responses to behaviours that challenge, that include de-escalation and methods of physical restraint.

**Transition Arrangements**

All KS4 students are supported in planning their transition to college or training through the school’s IAG worker. For students who are supported to reintegrate into mainstream school after spending time at Oswaldtwistle, planning meetings take place involving the student, parent/carer and staff from Oswaldtwistle and the receiving school. In each case, any additional information, including SEN information, is shared to ensure a well-planned and successful transition. Oswaldtwistle staff are available following transition to give advice where issues arise.

**Governance**

It is the statutory duty of the Management Committee (Governors) to ensure that Oswaldtwistle follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

**Complaints**

Oswaldtwistle works wherever possible, in partnership with staff in school and parent/carers to ensure a collaborative approach to meeting students’ needs. All concerns or complaints are taken seriously and acted upon as described in the Complaints Policy, a copy of which is available on the Oswaldtwistle School web site [www.oswaldtwistle.org](http://www.oswaldtwistle.org) . However, please contact the Head Teacher/ SENCo in the event of any cause for concern and discuss this informally first, in the hope and intention that we can take action that will support the situation.

**Lancashire’s Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area ad how to access them. It includes provision from birth to 25, across education, health and social care. Lancashire’s local offer is available from the website: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>.