

 John Mason School Excellence Through Creativity	Special Educational Needs Policy			
	Applicable to:	Responsible Officer	Date Adopted:	Date to be Reviewed:
	All Staff	Director of Learning Support	November 2016	November 2017

Special Educational Needs Policy

Introduction

In this policy any reference to the Governors of John Mason School or Trustees of John Mason Academy Trust is a reference to The Board of Directors of John Mason Academy Trust (JMAT) and any reference to the Headteacher of John Mason School is a reference to the Chief Executive Officer of JMAT.

This complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2014). It has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

The SEN policy is co-ordinated by the Director of Learning Support:

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The Director of Learning Support at John Mason School is represented on the Senior Leadership team by Valerie Munro Deputy Headteacher

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

A student has special educational needs if they have a learning difficulty that calls for special educational provision to be made i.e. a provision different from or additional to that normally available to pupils the same age.

We recognize that

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”(SEND 2014 1.24)

Aims

At John Mason School we strive to be an inclusive learning community based on the principle that a creative and personalized education is an entitlement for each student.

We know that each student has individual and unique needs. However, some students require more support than others. We understand that the SEN code of practice (2014) and the government publication *Removing Barriers to achievement* (DfES, 2004d: para 2.1) identify causes of barriers to achievement and participation of students with SEN. We endeavour to ensure that the whole staff of John Mason School are able to identify these barriers within the classroom and throughout the school community and employ effective strategies to remove or minimise them.

We aim

to ensure that every teacher is committed to the success of every student

to enable every student with the opportunity to experience success

to identify and remove barriers to learning

to promote individual confidence and resilience

to give students with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate, with a broad and balanced curriculum

to work collaboratively with students, teachers, parents and support services in securing progress and achievement for all our students

to identify, assess, record, and regularly review students' progress and needs using a graduated plan-do-review approach

A2 ROLES AND RESPONSIBILITIES

Provision for students with SEN is a matter for the school as a whole. It is each teacher's responsibility to support students with SEN 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 SEN, 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 students with special educational needs - it maintains a general overview and has appointed a representative (the SEN governor) who takes particular interest in this aspect of the school.

The Governing Body

- Ensures that the Special Needs policy is followed by the management and staff of the school
- Reports to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents
- Follows the Code of Practice for Special Educational Needs (2014)
- Is involved in the development and monitoring of the school's SEN policy

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with special educational needs
 - 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
 - S/he 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
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- 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 students with special educational needs Ensuring that an agreed, consistent approach is adopted
 - Liaising with and advising other school staff
 - Helping staff to identify students with special educational needs
 - Carrying out detailed assessments and observations of students with specific learning problems
 - Supporting class teachers in devising strategies, drawing up student profiles, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom

- Liaising closely with parents of students with SEN through the development of appropriate reporting procedures and the use of the John Mason School SEN parent forum. This is intended to ensure that parents and carers 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
- Maintaining the school's SEN register and SEN records
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- Contributing to the in-service training of staff Managing the Learning Support Team
- Developing and evaluating appropriate Wave Two and Wave Three interventions
- Evaluating the impact of Wave One quality first teaching through data analysis and classroom observations
- Liaising with the SENCOs in partner primary schools to help provide a smooth transition from one school to the other
- Taking part in County SEN moderation.

The **SEN & Inclusion Administrator** is responsible for:

- The day to day coordination of the teaching assistants
- Provide administrative support for the SENCO in fulfilling statutory obligations around the management of Statements / EHCPs and the maintenance of the SEN register and SEN records

Form Tutors are responsible for:

- Liaising with the SENCO on the SEN needs of their form group
- Enabling parents to raise concerns with the SENCO through good communication and the use of the SEN referral form
- Supporting the development of student profiles during Academic Review day
- Being fully aware of the SEN needs of their form group
- Leading on specific students with SEN as key workers

Class teachers are responsible for:

- Ensuring that students with SEN in their classroom have opportunities to participate and achieve
- Being aware of the potential barriers to learning for the SEN students in their class Making themselves aware of the school's SEN Policy and procedures for

- Identification, monitoring and supporting students with SEN
- Giving feedback to parents of students with SEN and supporting the development of student profiles and IEPs through good communication with learning support staff during parent evenings.
- Supporting the learning support department in the assessment of SEN students with statements / EHCPs through providing reports for annual review meetings.
- Including teaching assistants in planning for the needs of student within their class
- Ensuring that where a teaching assistant is deployed within a class, they are used to enable the subject teacher to spend more time with the SEN student rather than less

Directors of Faculty are responsible for:

- Working with the SENCo to ensure that effective inclusive practice is promoted throughout their subject
- Ensuring a faculty SEN representative attends meetings with the SENCo
- Ensuring faculties consider the use of TAs and HLTAs within their department so that SEN students are making accelerated progress

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting students' individual needs, and helping with inclusion of students with SEN within the class. They play an important role in delivering interventions, supporting quality first in-class teaching, developing student profiles, IEPs and monitoring progress. They contribute to and lead review meetings in order to help students with SEN to gain access to a broad and balanced curriculum.

Teaching Assistants should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for students with SEN
- Use the school's procedures for giving feedback to teachers about students' responses to teaching assistants and strategies.
- Maintain records of their support and interventions with students.

Higher Level Teaching Assistants should:

Work as part of a faculty with direction from the Director of Faculty in supporting students' individual needs, and helping with inclusion of students with SEN within the subject. They play an important role in delivering specific programmes within their subject to support identified students with specific needs.

The HLTA will work with the SENCo in delivering appropriate interventions and leading the effective use of Teaching Assistants for their faculty.

Lunchtime supervisors are given any necessary information relating to the supervision of students at lunchtime. They may meet the SENCo in relation to social and emotional and communication issues for particular students.

A3 CO-ORDINATING AND MANAGING PROVISION

At John Mason School:

- Sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- SEN is an item on staff meeting agendas and additionally the SENCo may attend Heads of Department meetings to highlight SEN issues.
- Each department has an SEN representative who meets with the SENCo
- The SENCO meets formally with teaching assistants every two weeks to review progress
- The SENCO ensures that regular meetings are held, to review Pupil Profiles and provision, and that parents are invited
- There is daily informal contact between all staff to monitor individual students and to discuss concerns
- Students 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

John Mason 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 students are welcome, including those with SEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LEA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At John Mason School:

- All teaching staff are experienced teachers who are able to teach students with SEN. Additional training for teachers and teaching assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student

- Differentiated resources are used to ensure access to the curriculum and inclusive strategies are employed for high incidence needs such as Dyslexia and Speech Language and Communication needs
- All staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity
- Student support aims to encourage as much independence as possible within a safe and caring environment. We have access to the expertise of LEA services and other agencies if it is required There are toilet facilities specifically designed for disabled students on the groundfloor in the main block, the PE Block and next to the main hall. There are stair lifts and ramps.

B Identification, Assessment And Provision B1

ALLOCATION OF RESOURCES

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

- the base budget which covers teaching and curriculum expenses
- a notional SEN budget allocation that funds the additional support required
- specific funds that are allocated to students with Education Health Care Plans
- 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 students with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for students with SEN.

John Mason School follows LEA guidance, as given in the SEN Handbook, to ensure that all students' needs are appropriately met. Details of how resources are allocated are included in the Governors' Annual Report to Parents.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2014) outlines a graduated response to students' needs, recognising that there is a cycle of assess, plan, do and review around the student.

This cyclical approach involves regular review meetings in which interventions and additional support is wrapped around the student in accordance with need and removed when no longer necessary.

A register is kept of students with SEN and made available electronically to staff. Students identified on this register may have persistent needs identified in accordance with the code of practice and OCC moderation criteria. Where concern is expressed that a student may have SEN, the class teacher and support staff take early action to assess and address the difficulties, a referral is made to the SENCo and appropriate action is taken. This action may include classroom observation to ensure that the student is experiencing good quality inclusive teaching.

The SENCo contacts the parent and a record of any intervention or assessment is kept in the learning support department. The Oxfordshire Moderation Handbook

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Behaviour, Emotional and Social Development, and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Moderation Handbook):

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum condition (ASC)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social emotional and mental health difficulties	SEMH Anxiety, depression, ADHD
Sensory and/or physical	Hearing Visual Physical

A Graduated Approach

School Special Needs

Support

Assess

If a student transfers to John Mason School as identified as a student with additional needs, the SENCo will liaise with the parents and students prior to entry. A pupil profile will be developed alerting the teaching staff of potential barriers to learning. The school will assess the level of need through CAT and reading age screening as well as making in-class observations through teaching assistants, teacher and SENCo in-class support.

Education Health Care Plan

Only a very small proportion of students require an Education Health Care Plan (EHCP). These students are likely to have severe or complex needs that require more specialist advice and support.

Students who have been supported through the graduated approach but continue to have significant difficulties may benefit from an EHCP in which a range of educational and health care professionals can plan with the student and family an appropriate course of support and action.

Review

Reviews of students with SEN school support are normally carried out towards the end of a term. Students are fully involved. Parents are invited, but if they cannot attend, they may be asked for comments. Normally, teaching assistants are invited to provide brief written input prior to the meeting.

Annual Reviews

For students with an EHCP, a Review Meeting has to be held in addition to the regular termly reviews. 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. Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report.

B3 CURRICULUM ACCESS AND INCLUSION

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

Any students with particular 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 student sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to support behaviour, 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 students with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal 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 student tracking data and test results:

For individual students for cohorts

Value-added data for students on the SEN register

Monitoring of procedures and practice by the SEN governor

School self-evaluation, using 'From Audit to Action'

Monitoring Quality review meetings, Parts 1 and 2

The Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEN Policy

The school development plan, which is used for monitoring provision in the school
Visits from LEA personnel and OFSTED inspection arrangements, which also enables us to evaluate the success of our provision

B5. ARRANGEMENTS FOR COMPLAINTS – SEE SCHOOL COMPLAINTS POLICY

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the form teacher in the first instance. For a problem that might need time to explore fully, parents/carers should make an appointment.

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 (SENDIASS) is available to offer advice (see C1 below).

C1 Partnership within and beyond the school

PARTNERSHIP WITH PARENTS

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

Parents 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 have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held once a year but parents 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.

The SEN Student/Parent forum is held once a year to share developments and promote partnership. Oxfordshire parent partnership service (SENDIASS) provides a range of support for parents of students with SEN, including Independent Parental

Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of students with SEN at any age or stage. SENDIASS also gives information about mediation services, 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 (Purple book) 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 Education Authority. Parents are welcome to request any of these publications.

C2 THE VOICE OF THE CHILD

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

In John Mason School, we encourage students to participate in their learning by:

Contributing to reviews and targets (formally or informally)

Talking to teaching assistants 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, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Students 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 school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme.

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 Yr 6 transfer students to visit John Mason School. Students with SEN are given additional visits, if required, so that they will become more confident in the new situation.

Representatives from John Mason School are available for consultation before the

time for transfer

The SENCO of John Mason School attends the final annual review of Yr 6 students with statements who will be joining the school in September

Transfer within the school

Teachers liaise closely when students transfer to another class within the school
Meetings are arranged wherever possible between the staff involved in monitoring the student's progress

C5 STAFF DEVELOPMENT AND APPRAISAL

The school is committed to gaining expertise in area of SEN

There are regular training sessions for teaching assistants

The SENCO attends the partnership SENCO support group termly meeting

Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school

The SENCO and other staff attend County meetings and INSET when relevant

Review of this policy

The Governing Body through its Curriculum, Welfare and Achievement committee will review this policy annually. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.