



Special Educational Needs Policy

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	AHF	September 2018	August 2019

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 DofE 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 SEND policy is co-ordinated by the Director of Learning Support:

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

A student has special educational needs if they have a learning difficulty or / ad a disability 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)

SEND is defined in a number of documents:

- The Local Offer gives detail about what should be available to those with SEND. This is the responsibility of Oxfordshire County Council. More information can be found at <https://www.oxfordshire.gov.uk/cms/public-site/special-educationalneeds-and-disability-local-offer>
- The Special Educational Needs Information Report is published annually by the school's Special Educational Needs Co-ordinator (SENCo) and provides information about what is being delivered at John Mason School. The latest report can be found on our website.
- The Special Educational Needs Policy is produced by John Mason School and gives detail about how the school aims to support students with SEND in conjunction with the Local Offer.

Aims

At John Mason School we strive to be an inclusive learning community based on the principle that a creative and personalised 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 SEND 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 SEND. We endeavour to ensure that the whole staff at 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 and achievement
- to identify and remove barriers to learning
- to promote individual confidence and resilience
- to give students with SEND 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 SEND is a matter for the school as a whole. It is each teacher's responsibility to support students with SEND in his/her class, and to be aware that these needs may be pre-SEND in different learning situations. All staff are responsible for helping to meet an individual's SEND, 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 SEND 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 SEND 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 SEND 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 SEND 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' SEND policy and the effects of inclusion policies on the school as whole
- The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for: Overseeing the day to day operation of the school's SEND 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 SEND through the development of appropriate reporting procedures. 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 SEND register and SEND records
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- Contributing to the 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 SENDCos in partner primary schools to help provide a smooth transition from one school to the other
- Taking part in County SEND moderation.

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

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

Form Tutors are responsible for:

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

Class teachers are responsible for:

- Ensuring that students with SEND in their classroom have opportunities to participate and achieve
- Being aware of the potential barriers to learning for the SEND students in their class
- Making themselves aware of the school's SEND Policy and procedures for
- Identification, monitoring and supporting students with SEND
- Giving feedback to parents of students with SEND 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 SEND 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 SEND student rather than less

Directors of Faculty are responsible for:

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

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

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- 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:

Liaise with the SENDCo and the Director of Faculty in supporting students' individual needs, and helping with inclusion of students with SEND 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 SENDCo 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 SENDCo 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 welcome and encouraged
- Special educational needs is a part of the school development plan
- SEND is an item on staff meeting agendas and additionally the SENDCo may attend

Heads of Department meetings to highlight SEND issues.

- The SENDCO meets weekly with teaching assistants to review progress
- The SENDCO 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 possible in discussions about their targets and provision
- The SENDCo ensures that the following information is easily accessible to staff: the school's SEND policy and the SEND register, an overview of SEND provision from the school prospectus and the school's internal arrangements for SEND, 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 SEND, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP 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 SEND. 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 ground floor 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 SEND in four main ways:

- the base budget which covers teaching and curriculum expenses
- a notional SEND 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, SENDCo and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND. The school has a continuing commitment to purchase appropriate resources for students with SEND.

John Mason School follows LEA guidance, as given in the SEND 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 SEND 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 SEND, the class teacher and support staff take early action to assess and address the difficulties, a referral is made to the SENDCo and appropriate action is taken. Actions may include classroom observation to ensure that the student is experiencing good quality inclusive teaching.

The SENDCo contacts the parent and a record of any intervention or assessment is kept in the learning support department.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Behaviour, Emotional and Social Development, and SENDsory 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

If a student transfers to John Mason School as identified as a student with additional needs, the SENDCo 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 SENDCo 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 SEND 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 in most subjects. As there is a wide range of ability in each class, teachers 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 SENDCo 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 time-limited and criteria for inclusion in such programmes are clearly specified and tailored to the individual.

Provision for students with SEND 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 SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and subject co-ordinators
- Analysis of student tracking data and test results
- Analysis of student attendance tracking

- Value-added data for students on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- 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 SEND 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 SENDCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

The SEND 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 SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of students with SEND at any age or stage. SENDIASS also gives information about mediation services, arranges meetings and produces leaflets and audio guides about many aspects of SEND. They can be contacted on 01865 810541. Some of their leaflets are available in school.

A guide to SEND provision in Oxfordshire (Purple book) is available in school and on their website, plus the school's SEND Policy, information about the Code of Practice, the SEND 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. 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 (SEND). 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

SEND action records are transferred following county procedures:

There are opportunities for all Yr 6 transfer students to visit John Mason School Students with SEND 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 SENDCO of John Mason School attends the final annual review of Yr 6 students holders of an EHCP 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 SEND

There are regular training sessions for teaching assistants and teaching staff

The SENDCO attends the partnership SENDCO support group termly meeting

Whole staff in-service training sessions are arranged as appropriate, in response to particular

needs within the school

The SENDCO 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.