



# SEND POLICY

Date Approved by Governors	September 2017
Next Review Date	September 2018
On behalf of Governors signed	
Print name	
On behalf of Governors signed	
Print name	
Principal's signature	

**All One In A Million Free School Policies have been devised to ensure that:**

- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self-disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise



The OIAMFS takes account of the requirements of the Education Act 1996, The Children and Families Act 2014, the new Code of Practice 2014, the Equality Act 2010, and the Reasonable Adjustments Guide For Disabled Pupils. This policy also pays due regard to the guidance in 'Working Together to Safeguard Children (2018), Supporting Pupils at School with Medical Conditions, the Mental Capacity Act Code of Practice and recognises that in order to fulfil its statutory obligations in meeting SEN within the OIAMFS, various strands or responsibility exist.

### **Rationale: Defining Special Educational Needs**

The new SEN Codes of Practice and Disability act 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Furthermore, a child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Disability Discrimination Act (DDA) 1995 defines disability as '*a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.*' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfES 2015, OIAMFS accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. OIAMFS will always consider the child's educational needs rather than a medical diagnosis or disability.

The range of SEN includes:

- Sensory and/or physical impairment
- Social, emotional, behavioural difficulties
- Academic, speech, communication and language difficulties
- Cognition and learning



## Key Principles of this Policy

### OIAMFS:

- Will ensure that students and their parent/carers are fully included in all decisions about their individual support arrangements
- Will provide high quality teaching that is differentiated and personalised in order to meet the individual needs of the majority of students
- Will establish and maintain an environment where meeting the needs of students with learning difficulties is the responsibility of all staff
- Will ensure that the needs of every student are identified, implemented and reviewed, whatever the students learning difficulty or need.
- Will ensure that every student has access to the OIAMFS curriculum including its Enrichment programme
- Will ensure that resources are planned for and modified to support universal access including a range of teaching styles and differentiated work
- Will ensure complete integration and active participation in our school from all students
- Will promote effective partnership with parents/carers and any other professionals or professional agencies
- Will ensure that all students are effectively monitored through a rigorous assessment cycle and that effective interventions ensure each student fulfils their potential
- Will ensure that the physical environment offers complete access to all students including those with physical/sensory needs.

## Roles and Responsibilities for the OIAMFS SEN provision

### *The Role of the Principal*

The Principal has responsibility for the strategic leadership of all aspects of the OIAMFS's work, including provision for students with SEN. The Principal keeps the Governing Body fully informed and works closely with the SENCO.



### *The Role of the Governing Body*

#### Objectives of the Governing Body in making provision for students with SEN:

- Will ensure that the person appointed to the role of SENCO is a qualified teacher and has the appropriate training and accreditations
- Will ensure that OIAMFS provides comprehensive information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others, and the facilities provided to assist access for disabled students as part of OIAMFS's Accessibility Plan.
- Do its best to ensure that the necessary provision is made for any student at OIAMFS who has SEN
- Determine the role of the SENCO in relation to the leadership and management of OIAMFS
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities
- Make sure that all staff are aware of the importance of identifying and making provision for students with SEN
- Make sure that parents/carers participate fully in all decisions made by the OIAMFS that SEN provision is being made for their child
- Make sure that students with SEN and/or disabilities, join in the activities of OIAMFS together with students who do not have SEN or disabilities, so far as is reasonably practical and compatible with the student receiving the SEN provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- Make sure that, where the 'responsible person' [the SENCO] - has been informed by the LA that a student has SEN, and that those needs are made known to all who are likely to teach them
- Ensure that all staff are aware of the SEN and Disability policy of OIAMFS and work appropriately with all SEN and disabled students
- Have regard to the SEN Code of Practice when carrying out its duties toward all students with SEN
- Report annually on the implementation of the OIAMFS's SEN and Disability policy



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- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable to co-ordinate SEN provision in the local area.

### *The Role of the SENCO/Inclusion Manager*

OIAMFS has a commitment to supporting SEN students. The SENCO, in collaboration with the rest of the Senior Leadership Team, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to identify students with difficulties and to raise the achievement of students with SEN.

The key responsibilities of the SENCO are:

- Overseeing the day-to-day operation of the OIAMFS's SEN policy
- Liaising with and advising all staff who work with SEN students
- Co-ordinating provision for students with special educational needs
- Overseeing the records on all students with special educational needs
- Working in collaboration with parents/carers of students with special educational needs
- Contributing to the training of all staff including any training of a specialist nature
- Liaising with external agencies and professionals
- Co-ordinating Individual Learning Plans and Reviews and Education, Health and Care (EHC) plans for students with SEN
- Managing the use of the SEN Budget ensuring funding is allocated to specific students and cohorts
- Ensuring all staff are aware of a SEN budget and encouraged to use this budget in liaison with the SENCO to support SEN students.
- Quality assurance of agreed provision and overall monitoring and evaluation of the effectiveness of our SEN policy
- Ensure effective transition plans are put in place to support the transfer of an SEN student from another school to OIAMFS or through a Key Stage.



### *The Role of the Learning Coach*

All students belong to a small home group with a personal learning coach. The learning coach is responsible for the day-to-day well-being and achievement of each student in their home group. They will follow up referrals from other staff. They will work closely the SENCO, to plan for the full access of the student in their learning. Where additional support is deemed to be required, the SENCO is responsible for commissioning specialist input. For example a deaf child may require signing. As far as practical or possible the learning coach will continue to be responsible for the student with special needs and will be involved in the review process and all communication with parents/carers and other professionals. The interventions and strategies for students will be recorded on their Individual Learning Plan, which will be managed by the Learning Coach, with support from the SENCO and the Behaviour Support Worker.

### **Implementation of the Special Educational Needs Policy**

#### *Admission arrangements*

One In A Million Free School is an inclusive and welcoming school. See OIAMFS policy/general admission arrangements and school prospectus.

#### **Transition Arrangements**

Initial identification of SEN students occurs through liaison with feeder primary schools, or through a students' previous school if a school transfer has occurred. Effective transition arrangements are crucial and may begin well before year 6. The SENCO also works closely with the school's Primary Liaison Teacher and SENCO both before transfer and once the student enters Year 7.

The SENCO will attempt to attend the final review of any year 6 student with EHC plans prior to transfer and those with significant need who do not have EHC plans.

The SENCO will pay visits to primary schools and arrange extra visits at OIAMFS for any student who is on the SEN or additional needs register or who so fits into the vulnerability category.

All students have full access to a balanced and broad-based curriculum, unless modification, exemption or disapplication procedures arise through a student's EHC plan. On entry to OIAMFS all students are assessed to establish an appropriate baseline in order to plan appropriate provision. It is important to note that our



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curriculum contains a finely tuned instructional programme for the skills of literacy and numeracy that ensure all students make appropriate progress.

The SENCO circulates information as early as possible in the first half term and determines the nature of the information to be shared with staff.

The SENCO further includes all information in student files and advises the administration team of any necessary arrangements they should be making, in terms of medication, administrating information on our SIM system and when communicating with parents and external agencies.

### **SEN Support and Interventions**

OIAMFS will use a graduated approach to meet individual needs. Each step will follow the Assess, Plan, Do, Review cycle to meeting the needs of SEN students.

#### **Assess**

- Students with SEN are entered onto the OIAMFS's SEN Register. This is reviewed termly with the learning coach during the Termly Learning Conferences and amended where necessary. Students may be entered onto the register or have their SEN data changed at any time during the year as need arises. The school encourages staff to share concerns regarding a student with the learning coach and SENCO.
- Students who are referred to the SENCO are given additional assessment as appropriate.
- Parents/carers are consulted about placement on the SEN Register if this is deemed necessary, and are kept informed about additional provision which is made available in school and recorded on the student's Individual Learning Plan/Provision Map/Passport.
- OIAMFS recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. At all times OIAMFS seeks to work in partnership with parent/carers to secure positive outcomes for all students.



### **Plan**

- OIAMFS provides support for class teachers and learning support assistants to deal with meeting the needs of SEN students.
- The SENCO has specific allocated planning time to liaise with class teachers over strategies and resources SEN students may need.
- Plan to monitor the progress of children with special needs against the school's targets and address any students not making the required progress.
- It is the policy of the school to offer and plan a variety of methods for supporting students with special needs, some of which take place in the classroom and some of which requires students to be withdrawn from the class.
- The class teacher makes the decision to offer in-class or withdrawn support based on the specific needs of each student. For example, a student with low levels of concentration may benefit from working in a room away from other student for short periods; however, in determining arrangements for withdrawal support, teachers seek to ensure that a broad and balanced curriculum is maintained.
- Support given to students with special needs is the responsibility of the teacher and SENCO who plans carefully for individual student's needs.

### **Do**

- Some students who have significant literacy needs complete a phonics programme that can improve basic-literacy, which may help students whose behavior deteriorates due to not being able to access the learning. This specified intervention time is on a personalised timetable.
- Booster sessions and afterschool Enrichment activities are activities OIAMFS encourage SEN students to attend, to develop certain skills and boost progress.
- Staff who are concerned with some students will then be observed by the SENCO who may involve an Educational Psychologist or other educational or health care professionals as appropriate.
- Educational Psychologist will then carry out certain observations and assessments and a EHCP will be applied for (or not) based on the advice of an Educational Psychologist, other educational or healthcare professionals or appropriate external agencies.
- If an EHCP is in place staff will carry out specific training organised by the SENCO.



### **Review**

- Dependent on the availability and attendance of parent/carers, reviews take place during the students Termly Learning Conference
- Where students have an EHCP there will be a single joint annual review in collaboration with students, parents, outside agencies and OIAMFS.

### **Education, Health and Care Plans (Statutory assessment)**

Where, despite OIAMFS having taken relevant and purposeful action to identify, assess and meet the SEN of the student and they have still not made expected progress over a significant period of time, the school may consider requesting an Education, Health and Care assessment. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they become older, prepare them appropriately for adulthood.

### *Procedures used by OIAMFS for working with SEN students:*

- OIAMFS has systems and processes that ensures that all SEN students have individual learning plans created by learning coaches, individual 'passports' and regularly reviewed and updated targets. These targets are shared with all staff who make intentional opportunities in learning and lessons for students to practice and secure them.
- IEPs are reviewed as part of the Termly Learning Conference. The learning conferences are informed by the data cycle and data management. Students who have an EHP also have an annual statutory review meeting which is conducted in line with the Code of Practice and statutory procedures.
- OIAMFS class sizes (25:1 on average) are small and learning cohorts are supported by a smaller team of adults who will know the students well, ensuring that special educational needs are met at all times.
- The school aims to provide a flexible range of strategies and provision for meeting SEN; as well as individual programmes and in-class support access to outside agency support is also available where appropriate.
- Parents/carers are encouraged to attend all SEN review meetings. Where possible these reviews take place at regular learning conferences.



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- The SENCO has a quality assurance role to ensure that the recommendation on a students' EHP are being implemented by all staff.
- Regular observations of SEN students are carried out in lessons and out of lessons by the SENCO.
- The SENCO is the first port of call for parent concerns regarding their SEN need.
- The SENCO maintains up-to-date and meaningful records for all students identified as having SEN.

OIAMFS recognises the following classification of SEN terms and these will be used on all documents including IEPs and lesson planning proformas:

- Communication and Interaction: language, autistic spectrum disorder (ASD)
- Cognition and Learning: learning, specific learning difficulties (dyslexia) (MLD, SPLD)
- Behaviour, Social and Emotional Development (BESD)
- Sensory and/or Physical: hearing, visual, physical (VI, HI, PD)

### **External Support Services**

OIAMFS aims to make full use of all external agencies to assist students requiring learning support. This will include agencies provided by the LA, health and social services, post-16 sector and voluntary agencies.

OIAMFS will look for a close and productive relationship with external agencies – both from the LA and from other sectors.

### **Parental Partnership**

OIAMFS aims to involve the parents/carers of all special educational needs students in all decisions affecting their child's education.

Parents/carers will be encouraged to become involved in supporting their child's work both at OIAMFS and at home.

Parents/carers will be encouraged to participate in their child's education through:



- Regular information on their child's progress
- Suggestions for working with their child at home
- Invitations to come into OIAMFS to discuss their child's progress
- Providing copies of all relevant information so that parents/carers can make informed choices regarding their child's education
- Encouraging participation at Learning Conferences.

### **Parental Concerns**

OIAMFS values the relationship between our school and our parents/carers. If a parent/carer has a concern about their child's progress or the effectiveness of SEN provision they should, in the first instance, contact their child's Learning Coach. If concerns are not met to the parents/carers satisfaction parents should contact the SENCO who will plan an appropriate response in liaison with the Vice Principal. Please note any further concerns can be addressed via the processes detailed in OIAMFS's Complaints Policy.

### **Monitoring, Evaluation and Review – Role of the Governing Body**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout OIAMFS.

### **Evaluating Success**

The success of the OIAMFSs policies and provision for special needs is evaluated through:

- Analysis of data and test results (The MER Process)
- Monitoring of practices and procedures through termly/annual review
- Parental feedback and comments
- Reflection of transition day and procedures
- OIAMFS's Development Plan and Learning Support Faculty Development Plan
- The Governor's Annual Report to Parents/Carers