

NORTHFIELD SCHOOL SPECIAL NEEDS POLICY

Date adopted	June 17
Signed by Chair of Governors	
Member of staff responsible for monitoring	Special Needs Coordinator
Review frequency	Annual

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SECTION A: SCHOOL ARRANGEMENTS

A1 DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Aims and objectives:

The Governors and staff of Northfield School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create an enjoyable, educationally exciting and positive environment in which all students can develop their skills to become confident, independent individuals able to take advantage of the opportunities offered to them

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review students' special educational needs.
- encourage parents/guardians/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for students with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school. They should determine the school's general policy and approach to provide effectively for the particular needs of each student, establish the appropriate staffing levels to meet these needs and to use funding to provide appropriate teaching and support staff

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for all our young people who all have special educational needs

SENCo

The Special Educational Needs Coordinator is Karen Thomas. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for all students

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for students
- ensuring the involvement of parents/guardians/carers in reviewing and planning for agreed outcomes
- liaising with staff to make appropriate provision by supporting planning, monitoring and reviewing
- liaising with educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- managing teaching assistants who administer interventions
- supporting the professional development of teaching assistants

Headteacher

The Headteacher has overall responsibility for the management of provision for students by working closely with the SENCo and keeping the governors informed

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy. Class teachers work with children on a daily basis and closely monitor their learning, progress and achievement. They also monitor those students involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEN issues.

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The Head/SENCo oversees the provision using provision mapping.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents/guardians/carers and students to undertake Annual Reviews for Education, Health and Care Plans.

Northfield 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 in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a student with an Education, Health and Care Plan subject to the wishes of their parent, 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

Students' specific needs are discussed with parents/guardians/carers when admission to Northfield School is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

At the present time the school is not accessible for wheelchairs and suitable toilet facilities are not available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the young person's needs and this advice is accessible to the adults working with the young person through the students individual files held electronically. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the students to ensure that the provision made and support given, is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

As a special school, Northfield receives funding through the Local Authority formula for special school provision.

Northfield School, as part of normal budget planning, has a strategic approach to using resources to support the progress of all students..

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of students is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. All our students have EHCP's. All those working with students are alert to emerging difficulties and respond accordingly.

In deciding whether there is an additional need that is not in the current EHCP, the SENCo considers all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the students and their parents. Northfield School recognises that parents know their children best and we listen when parents express concerns about their child's development.

When a student is identified as needing additional support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

The SENCo and the class teacher, together with specialists, and involving the students, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support progress. Outcomes are agreed and progress reviewed regularly.

Categories of Special Educational Need

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

- Communication and interaction: Speech, Language and Communication needs
Placed on the Autistic Spectrum Continuum
Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia,
dyspraxia, dyscalculia
- Social, emotional and mental
health difficulties: Behaviour reflecting underlying
mental health difficulties (e.g. anxiety,
depression). Attention deficit disorder, attention
deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability

Multi-sensory impairment

Supporting students with medical conditions

Where students also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Northfield School has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2014). See the Supporting students with medical conditions policy.

B3 CURRICULUM ACCESS AND INCLUSION

Northfield School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all students
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all students

B4 EVALUATING SUCCESS

Parents/guardians/carers, staff and students meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SMT
- 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 three times a year
- School self-evaluation
- Monitoring the quality of Student Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent/guardian/carer is concerned about provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents/guardians/carers can request an appointment with the Headteacher directly. The SENDIASS (Special Educational Needs Disability Information Advice and Support Service) Team is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians/carers are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling students to achieve their potential. Parents/guardians/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents/guardians/carers to discuss their child's needs, progress and strengths at Parents Evenings, held every term.. Wherever possible, parents/guardians/carers are informed of any strategies instigated, or professionals working with the school., aim to offer support to families with their child's difficulties if necessary. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right.. In Northfield School we encourage students to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

C5 TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise if a transfer to a different educational setting is being considered. Parents/guardians/carers are involved if a transfer is being considered and professional advice from outside agencies would be sought.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually