



STATUTORY

Special Educational Needs and Disabilities Policy

School Arrangements

Oak Green School is a state run mainstream primary school with an Additional Resourced Provision (ARP) for children with a diagnosis of Autism Spectrum Condition (ASC). The school is a 3-form entry school up to the end of Year 6, with 2 nursery classes – 2-Year-old and a Pre-School.

Values

At Oak Green School we believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Definition of Special Educational Needs and Disabilities (SEND)

Extracted from Special educational needs and disability code of practice: 0 to 25 years (July 2014):

Introduction

The key test of the need for action is evidence that current rates of progress are inadequate despite receiving an inclusive curriculum as described in the National Curriculum Inclusion Section. An inclusive curriculum:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils

See National Curriculum (July 2013) Section 4 Inclusion

Aims

The school aims to create a secure environment and positive atmosphere in which:

- all pupils can achieve success and grow in self-esteem
- all pupils can develop their strengths, skills and personalities
- all pupils are encouraged towards becoming independent learners
- teaching is presented in a challenging and enjoyable way

Objectives

- To ensure the implementation of Government and Local Authority (LA) SEND recommendations.
- To ensure any discrimination or prejudice is eradicated.
- To meet the individual needs of all children by identifying, assessing, recording and regularly reviewing the pupil's progress and needs.
- To identify special needs as early as possible.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- To provide appropriate resources – human and material – and to ensure their maximum and proper use and effectiveness.

- To enable and encourage pupils to participate in setting their own targets and to share responsibility for achieving them.
- To enable and encourage parents to fully participate in the decision-making processes and to play an active and valued role in their children's education.
- To provide effective and stimulating learning experiences for all children and to communicate them to children, parents and staff.
- To recognise, value and celebrate pupils' achievements.
- To work collaboratively with other professionals and support services including the Educational Psychology Service.
- To operate a graduated response model of SEND provision. The first stage being based in school and bringing specialist expertise to bear, including external support services. At the final stage, the LA shares responsibility with the school.
- To guide and support all staff, parents, governors and children in special needs issues.

Special Resources – Additionally Resources Provisions (ARP) for Autistic Spectrum Conditions (ASC)

Oak Green School has an ARP for pupils with ASC. Some pupils with Education, Health and Care Plans (EHCP) indicating ASC as their primary need are placed within this specialist provision by the Local Authority (LA) who have determined, in conjunction with parents and the school, that an ARP environment best meets the specific needs of the children. If a parent wishes for their child to have a place within the school's ARP they can make an application to the LA for a change of placement. The LA will send out a placement consultation for the school to consider the child's needs. In order to do this the school aims to visit the child in their current setting, liaise with the parents and carefully read all the paperwork sent in order to respond to the consultation. This information is then fed back to the LA and a final decision is made as to the suitability of the ARP environment in meeting the needs of the individual. The decision is usually made through a SEND Placement panel overseen by the county iSEND team.

We seek to achieve up to 80% inclusion into mainstream classes where appropriate to the ARP pupil's need and capability. The ARP has its own teaching rooms within the mainstream school, which are well resourced with specialist materials and equipment. The ARP has a qualified teacher to support any children who are unable to access their mainstream classes. The ARP pupils have full and equal access to all extra-curricular activities and trips.

Qualifications, Experience and Special Interests of Staff in relation to SEN

Special Educational Needs and Disability Co-ordinator (SENDCo)

The KS1 and KS2 SENDCo at Oak Green School holds the National Award for SEND Coordination and the EYFS SENDCO is undertaking theirs. They work at Oak Green School in the role of SENDCo and support class teachers with identifying and overseeing the support provided for children who are on the school's SEND register. The ARP Lead oversees the education and well-being of the children placed in the ARP.

Early Years Foundation Stage (EYFS)

The children within EYFS (children within the school's nursery & Pre-school and Reception classes) who are deemed to have SEND are overseen by an EYFS SENDCo. The EYFS SENDCO is supported by the Early Years SEN Advisor.

Roles and Responsibilities

Provision for pupils with SEND is the responsibility of the whole school.

SEND Governor

The governing body in cooperation with the Co-Head Teachers, has a legal responsibility for determining the policy and provision for pupils 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.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development.
- SEND provision is an integral part of the School Development Plan.
- the quality of SEN provision is regularly monitored through visits to school and discussions with staff.

The Co-Head Teachers

The Co-Head Teachers have the responsibility for the day to day management of all aspects of the school's work including provision for children with SEND. In regard SEND their responsibilities include:

- Ensuring the policy is fully implemented.
- Regularly reviewing and monitoring classroom practice.
- Keeping the governing body fully informed, including advising them of the resources allocated to SEND within the overall financial structure of the school.

The Special Educational Needs and Disability Co-ordinators (SENDCo/ EYFS SENDCo)

The responsibilities of the role include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with class teachers to devise and implement suitable outcomes for individual pupils or groups of pupils and reviewing them at least three times per year.
- Liaising with, and advising Teaching Assistants working with groups, or individuals on specific outcomes.
- Liaising with parents through informal meetings and Open Evenings.
- Liaising with, and organising the timetables of, external agencies e.g. Educational Psychologists.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Maintaining appropriate individual and whole school records.
- Contributing to the in-service training of staff.

- Arranging the annual reviews of children with EHCPs of Special Educational Needs.
- Co-ordinating review meetings involving parents and/or external agencies.
- Keeping the Co-Head Teachers fully informed about pupils with special needs and liaising over appropriate action.
- * Writing educational advice for submission to the LA during the assessment process for an EHCP of SEN.
- Overseeing arrangements for secondary transfer.

Teacher of the ASC ARP

The responsibilities of the role include:

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback to parents of pupils in the ARP.
- To enable ARP pupils to take part in the everyday life of the school by supporting them in both the integrated setting of their class groups and in small withdrawn groups for specific teaching.
- To plan individual educational programmes for the ARP pupils, setting meaningful short-term objectives in programmes which are regularly reviewed to check the progress made and the appropriateness of the tasks.
- To liaise with parents on their child's progress. This may be through parent/teacher meetings at school, telephone conversations, letters, home visits or the regular use of a Home/School diary.
- To review the progress of every pupil with an EHCP in the ARP annually. The format and information in the Annual Review should follow the LA's guidelines. The views of all teachers and support staff having input in the pupil's educational programme should be collated and the appropriate assessments should take place.
- To support the SENDCo in conducting the Reviews and take responsibility for the Annual Review Reports.
- To liaise with other professional bodies to ensure a multi-disciplinary approach to the needs of the pupils.
- To liaise with relevant stakeholders to support transition.
- To supervise the work of the ARP Teaching Assistants.

Teaching Assistants (within the ASC ARP)

- To work closely with the teacher in the ARP in carrying out each pupil's individual education programme.
- To work closely with the pupil's class teacher when the pupil is integrated in the class group, to give him or her full access to the curriculum and to enable the pupil to achieve success.
- To help modify materials or differentiate activities when this is necessary for the pupil to access the curriculum.
- To record their views of the pupil's progress socially and academically so that these may be included in the pupil's Annual Review of their EHCP.

Class Teachers

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

Code of Practice 6:36

“All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full national curriculum.”

Code of Practice 6:12

In relation to special needs, class teachers’ responsibilities include:

- Early identification of a child not progressing satisfactorily despite the teaching styles having been adapted. Identification will usually be by a combination of:
 - a) the class teacher’s observations and knowledge of an individual child’s strengths and weaknesses, and
 - b) the results of the school’s target setting and assessment procedures.
- Liaising with the SENDCo or EYFS SENDCo to decide on the necessary action.
- Devising suitable outcomes and strategies in conjunction with the SENDCo or EYFS SENDCo.
- Liaising with the SENDCo, EYFS SENDCo, TAs to plan, deliver and assess group or individualised programmes.
- Informing parents of the concerns, collecting their views and involving them in their child’s outcomes.
- Involving the child in:
 - a) devising and reviewing suitable outcomes.
 - b) taking shared responsibility for achieving these outcomes.
- Liaising with external agencies, as and when appropriate, to devise specific outcomes and receive advice on delivering appropriate strategies.
- Celebrating and rewarding achievement.
- Providing a secure class environment.

Teaching Assistants (TAs)

At Oak Green we recognise the important role that TAs have in providing support to both pupils and teachers.

- To work closely with the SENDCo or EYFS SENDCo and teachers in carrying out individual education programmes for the child/ren they are supporting.
- To work closely with the pupil’s class teacher to give him or her full access to the curriculum and to enable the pupil to achieve success.

- Liaising with class teachers to discuss lesson plans, specific group or individual activities or programmes etc. (time is allotted for this in assembly times).
- To help modify materials or adapt activities when this is necessary for the pupil to access the curriculum.
- To record their views of the pupil's progress socially and academically so that these may be included in the pupil's Annual Review of their EHCP.
- Liaising with the class teacher and SENDCo or EYFS SENDCo to assess progress against outcomes and programmes.
- Participating in appropriate CPD.
- Liaising with external specialists, e.g. Speech and Language Therapists.

Teaching Assistants (TAs)

At Oak Green we recognise the important role that TAs have in providing support to both pupils and teachers. In relation to special needs TAs responsibilities include:

- Liaising with class teachers to discuss lesson plans, specific group or individual activities or programmes etc. (time is allotted for this in assembly times).
- Constructively helping children to participate in activities by adapting and/or interpreting lessons and instructions appropriately.
- Preparing resources and materials.
- Assisting with the implementation of specific learning, behavioural modification and therapy programmes.
- Keeping records of progress towards outcomes.
- Liaising with the class teacher and SENDCo/ EYFS SENDCo to assess progress against outcomes and programmes.
- Participating in appropriate CPD.

Parent Partnership

The members of staff at Oak Green School are committed to working in partnership with parents in order to enable children with SEND to achieve their potential. Members of staff value the contribution parents can make through their knowledge and experience of their child and by the critical role they play in their child's education.

- Aspects of parent partnership include:
 - The class teacher will talk to a child's parent as soon as there are concerns about the child's progress.
 - The class teacher will involve the parent in the decision-making process from the outset.
 - The class teacher will keep the parent involved in the school-based response.
 - Parents are encouraged to pass on any information, however trivial it may seem, that may be affecting their child's progress at school.
 - Appointments to speak with the SENDCo may be requested by parents.
 - Parents are encouraged to support their child's progress towards achieving their outcomes at home.
 - The SENDCo/ EYFS SENDCo will give parents information about the Bucks Parent Partnership service when appropriate. (See below)
 - The SENDCo/ EYFS SENDCo will pass on to parents details of any voluntary organisations, meetings or opportunities, that she is aware of, that may be pertinent to their child's needs.
 - If parents wish to meet or contact a member of an external agency, who is involved with their child, the SENDCo/ EYFS SENDCo will either organise this, or pass on details so that contact can be made.

- If parents have a concern or complaint regarding some aspect of their child's special needs they are advised to speak to the class teacher first. If concerns persist they are advised to make an appointment with the SENDCo/ EYFS SENDCo, or the Co-Head Teacher/s. If concerns continue to persist the parents can contact the Parent Partnership Helpline for support and advice. Official complaints can be made through the school's complaints procedure, details of which can be requested from the school office, and/or parents can contact the school's attached advisor. This can be found on the school's website.

Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

Buckinghamshire Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, and social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit:

www.bucksfamilyinfo.org/localoffer

Buckinghamshire SEND Information, Advice and Support Service (formally Parent Partnership)

Parent Partnership provides impartial information, advice and support to parents and carers of children with SEND - i.e. parents of children who are receiving additional support in school, or early years settings, parents who have a child that is going through assessment for, or who already has an EHCP. For further information about this service, please visit:

<http://www.bucksfamilyinfo.org/SIAS>

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

See Articles 12 & 13, The United Nations Convention on the Rights of the Child

However there is "a fine balance between giving the child a voice and encouraging them to make informed decisions, and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support".

The Children Act 1989 Guidance & Regulations

Vol. 6 Children with Disabilities (1991)

Oak Green School is committed to involving all children in decision-making processes as, and when, appropriate. Children are involved in the process of setting and reviewing the outcomes identified on their provision maps.

Children who receive support from external agencies may be invited to attend and share their views at Review meetings with parents and those agencies.

Children with EHCPs receive a personal invitation to some or all of their Annual Review meetings to express their views on progress made and new outcomes needed. Where it is in the best interests of the child, annual reviews will be conducted as person-centred reviews.

During such meetings the chairperson should:

- Make sure the child is given time to think about what they want to say.
- Check that the child is satisfied that their questions have been answered.
- Give the child the opportunity to ask further questions.
- Sum up the main points of the meeting clearly and in a way the child understands.
- If a child feels unable to attend such a meeting he, or she, is asked to give their parents his, or her, views to pass on.
- However, if a child chooses to express him, or herself, the staff at Oak Green are committed to listening to and valuing the views of all children.

Admission Arrangements

The admission arrangements for children with SEND and without an EHCP are the same as those for all other children. Any child who already has an EHCP will need to go through the LA and state a preference for their child to attend Oak Green School. The LA will send a consultation to the school on behalf of the parents and the SENDCo/s respond to this consultation. Careful identification is made at the admission stage of any individual needs, ensuring continuity of support and a graduated approach. Individual Provision Maps (IPMs) will be made for any child with special educational needs. The school keeps a SEND register of all pupils receiving special needs support. This includes all children with EHCPs and those supported at SEND Support. The register is reviewed regularly.

Special Facilities

The school building is accessible to wheelchair users, including toilet facilities.

Links with other schools

- If a child with special needs transfers to Oak Green from another school, the SENDCos will contact that school's SENDCo to try to ensure a smooth transition for the child.
- Similarly, if a child with special needs transfers from Oak Green to another school, the SENDCos will liaise with that school and try to ensure that paperwork is transferred as quickly as possible.
- In Year 6, staff from the secondary schools are welcomed in to meet the pupils and to liaise with the class teacher.
- For a child with an EHCP a Transfer Review is held in Year 5 and parents and pupils are given support in making decisions about which secondary school to place on their preference form.
- A member of the secondary school staff is invited to the Year 6 Annual Review meeting of a child with an EHCP.

Identification, Assessment and Provision

SEND identification, assessment and provision at Oak Green School is a whole school process coordinated by the SENDCos.

The Graduated Approach

Oak Green School follows the guidance of the SEND Code of Practice 2014 – adopting a graduated approach to SEND support, using the Ordinarily Available Provision, drawn up by the county iSEND team, document as guidance.

Quality first teaching, scaffolded tasks for individual pupils, is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Oak Green School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEND support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo/ EYFS SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided SEND provision is necessary, the pupil will be formally recorded on the SEND Register and an IPM will be drawn up. The class teacher, with input from the child, parent/carer and SENDCo/ EYFS SENDCo, will draw up the IPM which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are additional to, or different from, that which is offered through the school's adaptive curriculum. The class teacher, with support from the SENDCo/ EYFS SENDCo, and in consultation with the parents and the pupil, will be responsible for implementing the IPM.

Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce, or contribute to, progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group, or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo/ EYFS SENDCo supports the class teacher in the further assessment of the child's particular strengths and areas for development, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least three times each year. The class teacher, working with the SENDCo/ EYFS SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where pupils make the required progress and are no longer demonstrating they have SEND will, in

consultation with the child and parents, be removed from the school's SEND register. Once removed they are placed on a 'watch list' to monitor their future progress. It is possible to be put back on to the SEN register once removed if a further need becomes evident once again.

Education, Health & Care Plans (EHCP)

If a child's rate of progress continues to demonstrate a significant cause for concern and his, or her needs cannot be met via the School's Ordinarily Available SEND provision, a request for an assessment (Education, Health and Care Needs Assessment - EHCNA) of their SEND may be made to the LA.

Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks.

Any EHCP issued is specific to a particular need to meet clearly defined outcomes and the LA may provide additional resources to meet these needs. The EHCP is reviewed annually and parents and children, where appropriate, will always be involved in monitoring progress.

Application for 'Top Up' Funding

In a small number of the cases, where the school feels it is unable to fully meet the special educational needs of a pupil through its own Ordinarily Available SEND provision, yet a child does not, as yet, meet the criteria for an EHCNA, an application can be made to the LA who can provide short-term exceptional funding. Evidencing a case is a lengthy and intensive process requiring detailed information from all the involved parties (parents, teachers, and external specialists, medical and perhaps social or psychological advice) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 hours (or the financial equivalent thereof - £6000) of additional support per week to qualify for Top-Up Funding.

Provision for SEND includes:

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning an inclusive school curriculum that meets the needs of individuals and groups of pupils.

Every school is required to identify and address the SEND of the pupils that they support. Schools must:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate at least one teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- Inform parents when they are making special educational provision for a child.

Strategies that may be implemented include:

- TA or SENDCo/ EYFS SENDCo support of an individual or a group in the classroom.
- TA or SENDCo/ EYFS SENDCo support of an individual or group withdrawn from the classroom temporarily to follow a specific programme.

- The school uses I.C.T. to support and enhance pupils' learning when appropriate.
- The school has access to a range of specialist services, including those mentioned in the next section.

Links with other Agencies, Organisations and Support Services

Some children with special educational needs require support from a variety of agencies. At Oak Green School we endeavour to collaborate effectively with these agencies in order to provide an integrated and 'seamless' service for each child.

Educational Psychologist (EP)

Oak Green School may employ the use of an EP to support identification of specific needs of children with SEND, especially for those children who continue to make less than expected progress even though they have received a considerable amount of extra support. The reports generated from the EP assessments can be used as evidence towards the child being referred for an EHCNA, or to support class teachers further with knowing the best way to support the child's SEND within the classroom.

Pupil Referral Unit (PRU)

Oak Green School maintains close links with the PRU in order to draw on the staff's expertise with children who have emotional and social difficulties which prevent them from accessing their education.

A child may be referred to the PRU if expert help from an external agency is required to help support them with their emotional and social needs.

An outreach teacher may visit, for a maximum of 10 visits, to liaise with the class teacher and discuss with the child their behaviour during the past week. The outreach teacher may work with the pupil to devise and implement appropriate strategies and to review progress weekly.

If appropriate progress is not made a child will sometimes attend the PRU one or two days per week for up to two terms. Close liaison will be maintained between the school, the PRU and the parents, working towards the same outcomes and keeping each other informed of progress. The PRU staff will meet with parents as necessary and attend reviews with parents and other agencies as appropriate.

Occupational Therapist (OT)

Oak Green School has access to an OT through the school advice clinic where you can discuss a child anonymously (no referral needed), or through an online referral form which provides information about the child's functional difficulties. The information provided will help the OT assess the child and prioritise their needs. If the OT team feels there is a need for their input they will meet the child, the class teacher or the SENDCo/ EYFS SENDCo and provide advice on how to support these needs within the classroom. Sometimes children with an EHCP may have in-school, or clinic, support from an OT and close liaison is maintained by the SENDCos and other staff as applicable. An OT can be involved in setting and reviewing outcomes and providing specialist information, resources and activity programmes as appropriate.

An OT may meet with parents and staff as necessary and may write reports and/or attend annual reviews.

The School Nurse

The school nurse is available to assist the school staff in a number of ways. They support children and young people in Buckinghamshire schools with medical, social, emotional or physical needs. They see children in the most appropriate

setting, for example, in their home, school or one of our clinics. They respond to requests for sight and hearing tests; they will give advice to staff and parents on aspects of health affecting children in school, e.g. Eczema and asthma.

Children and Adolescent Mental Health Services (CAMHS)

Some children identified as having SEND may benefit from a referral to CAMHS specialists for the assessment and treatment of mental health problems. If permission is given by parents the SENDCos will liaise with CAMHS staff by telephone, or an online referral, as appropriate. Meetings can also be set up with staff and parents on occasion.

Attendance

Some children may present concerns of a welfare nature. These can include poor attendance or persistent lateness. These may be referred to the School Attendance Officer and the Buckinghamshire Council attendance team may become involved if necessary.

Oak Green school employs an in-house Attendance officer.

Speech and Language Therapists (SaLT)

Children with an EHCP due to speech and language difficulties may receive in-school support from a speech and language therapist. These therapists will liaise with the SENDCo/ EYFS SENDCo, class teacher and TA to help devise appropriate outcomes and implement strategies. They may communicate with parents via a home-school diary and will arrange meetings with parents as, and when, appropriate or as requested. The therapist will also write a report and/or attend annual reviews of the children supported.

Children with speech and language difficulties, but not requiring an EHCP, may be discussed at a school advice clinic or referred for an assessment by the Speech and Language service or the school or parent can pay for a private assessment in or out of school. Oak Green School also employs a speech and Language therapist 1 day a week to provide assessments and support for children Key Stage 1 and EYFS (reception). This therapist is also employed to support the children within the ARP.

Specialist teaching service – Cognition and Learning / Language, etc.

For some children the interventions put in place by the school are not sufficient for the pupil to progress. In these cases, a referral may be made, to the specialist teaching service. Close liaison is maintained with the SENDCo/ EYFS SENDCo, class teacher and LSA/SSA. The specialist teacher (if involved with children who have an EHCP) may also write reports for and/or attend annual reviews.

There are various other county services that can be called on and the SENDCo keeps a list of voluntary agencies etc. who may have useful information on specific areas of need.

Training for all staff

- School professional development needs are identified through the School Development Plan and Ofsted Action Plan.
- Individual professional development needs are identified through the school's performance management system.
- The SENDCo/EYFS SENDCo informs the Co-Head Teachers of appropriate courses available. Members of staff attending courses disseminate material as and when appropriate.
- The SENDCo/ EYFS SENDCo, in liaison with the Co-Head Teachers, organises training meetings led by external specialists, to which all staff are invited.

- The SENDCo/ EYFS SENDCo leads training sessions for the teaching and support assistants and also for class teachers.
- School training includes a special needs element when this is relevant.
- The Governor for SEND attends courses run by the LA.

Alternative Provision (AP)

Alternative Provision refers to education that a student receives away from their school, arranged by local authorities or by the schools themselves. *Alternative Provision/Education* is usually intended to be a temporary placement; to address a child or young person's barriers to education and successfully prepare them for reintegration to school.

The Government definition of Alternative Provision is as follows:

- Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education.
- Education arranged by schools for pupils on a fixed period exclusion.
- Pupils being directed by schools to off-site provision to improve their behaviour.

Local authorities must provide education for children and young people who have been permanently excluded, or who are too ill to attend school for some time. Schools have a duty to provide education for children and young people from the sixth day of a fixed term exclusion.

Alternative Provision may be an option for pupils who are:

- At risk of being permanently excluded
- Permanently excluded and in need of a placement until their new school begins
- In need of targeted and specific support and early intervention
- Struggling to have their needs met in their current setting.

Alternative Provision provides these pupils with another temporary education setting that suits their current needs, with:

- Early and short-term intervention to support them in their school (or in placements between schools and AP)
- Education in the local community
- Pupil-centred interventions to help pupils engage in an appropriate curriculum that includes core subjects
- Flexible support, according to need and which considers the child's family context
- Opportunities for pupils to develop positive relationships, build resilience and emotional wellbeing
- A range of approaches, strategies, and skills to enable pupils to reintegrate back into mainstream school as soon as possible.

Alternative Provision offers comprise of a curriculum and approaches that re-engage learners with education, and which meet their needs, as well as helping them to prepare to go back to school or prepare them for adulthood. For young people with an EHCP, a permanent move to alternative provision should be done with a review of the EHCP to name the new provision.

Schools and the local authority may also use alternative provisions in neighbouring areas if appropriate: details of which can be found within the local offer.

Please see SEND and alternative provision improvement plan (March 2023)

Allocation of Resources

Funding for SEN

In April 2013 the government made changes to the way that SEND funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for children with special educational needs; Funding is agreed locally and is given to school under three main headings:

Element 1: Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money. This is the core budget for each school and it is used to make general provision for all pupils including pupils with SEND.

Element 2: Every school receives an additional amount of money to help make special education provision to meet children's SEND. This is called the notional SEND budget. The amount in this budget is based on a formula agreed between schools and the LA. In Buckinghamshire, prior attainment and deprivation are used to calculate the money a school receives. The Government now require that schools use this funding to pay for up to 13.5 hours of support (or up to £6000) before additional funding can be applied for.

The Co-Head Teachers, in consultation with the class teachers and the SENDCo/ EYFS SENDCo will make the decision on the amount of TA support necessary within each class and allocate funds accordingly.

Some financial resources need to be allocated for the payment to the Pupil Referral Unit. Similarly, funds need to be set aside in case there is a need to pay for external agency involvement e.g. a Speech and Language report.

The SENDCos are also allocated a budget, in the same way as all subject area co-ordinators, to spend on specific resources to support the children with SEND.

Decisions on these resources will be made in the light of discussion with class teachers and outcomes set for these pupils and having been agreed by the Co-Head Teachers and may include specialised programmes and equipment, including ICT when appropriate, extra reading schemes and diagnostic assessment materials etc.

Element 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases, the school can apply locally for exceptional funding.

Monitoring and Evaluation

- The SENDCo/ EYFS SENDCo monitors the progress children are making against the outcomes set by a variety of methods including working with them, undertaking assessments and liaising with other adults involved.
- Children with an EHCP also have an Annual Review meeting at which all involved, including the child and parents, discuss progress made and new outcomes to achieve.
- The SENDCo/ EYFS SENDCo and the Co-Head Teachers liaise regularly to update each other on progress or events.
- The SENDCo/ EYFS SENDCo and the SEND Governor liaise termly. The discussion may include details of new initiatives, involvement with external agencies and the progress pupils are making as a result of intervention programmes. The SEND Governor then reports on this at the next Governors' meeting.
- A report on Special Needs is included in the Annual Governors' Report that is distributed to all the parents.
- The Governors review the policy annually.

•The SEND Annual Report is published annually on the school website and on the Bucks Family Information Service Website.

Key Contacts

Head Teachers

Mrs D Kelloway and Mrs N Beesley.

SENDCO

The SENDCO for Year 1 to Year 6 is Mrs T Thompson and the EYFS SENDCo for children in Reception, Nursery and Pre-school is Mrs C Fell.

ASC ARP Teacher

The ASC ARP teacher is Mrs R Ludlow.

All of the above may be contacted via the school office on 01296 423895.