

The Pod St Frideswide Church of England School SPECIAL EDUCATIONAL NEED AND DISABILITY Policy

School improvement – School website

The Oxford Diocesan Schools Trust (ODST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

*... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit,
encourages the will to do good and opens the heart to others*

The Way Ahead 2001

Definition of Special Educational Need and Disability (SEND)

The schools in the trust adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that;

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs 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 for others of the same age in mainstream school or mainstream post-16 institutions.

Additional provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their home language is different from that in which they are taught.

The Pod at St Frideswide school will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

The Pod at St Frideswide Church of England school will endeavour to make every effort to achieve maximum inclusion for all pupils whilst meeting pupils' individual needs.

This policy builds on the school's Curriculum Policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Local Governing Bodies and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEND.

Policy

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive nursery
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their nursery and school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2015, The Pod at St Frideswide school admissions requires children and young people with SEND to be treated fairly. No pupil will be refused admission to nursery on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

Management of SEND within St Frideswide School

Governing Bodies and our school leaders have delegated responsibility for the day to day implementation of each settings SEND policy. The management of SEND is supported by the Senior Leadership Team.

All staff have a responsibility for pupils with SEND. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education and Health Care plan (EHCP). A positive and sensitive attitude is shown towards all pupils. Staff responsibilities are identified in individual job descriptions and the Teaching Standards.

Key people play a major role in the support of pupils with SEND. Staff deployment is based on EYFS ratios to support children with a greater need.

In line with the recommendations in the SEND Code of Practice 2015, the SENCO is responsible for:

- overseeing the day to day operation of this policy in partnership with other senior leaders
- coordinating provision for children with special educational needs, in partnership with the Headteacher and nursery Manager.
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs, when the designated teacher is not the SENCO
- 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
- overseeing the records on all children with SEND
- liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to and leading the in-service training of staff
- liaising with external agencies including the LAs support and educational psychology services, SENSS Advisory services, Early years providers, other schools, health and social services and voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- managing key people in partnership with the Nursery Manager, Headteacher and Phase Leaders
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Referrals to CAMHS and other diagnostic services

Identification and Assessment

The Pod Nursery follows the 2015 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated planned provision and those who fail to make the expected progress are initially

identified by their key person using school tracking to monitor progress. Concerns are raised during termly FASS meetings and this forms part of the action plan for individual support. Pupils who fail to make expected progress on the basis of accumulated evidence are referred appropriately to outside agencies via the SPORFI. Parents are consulted before this decision is made.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers and key persons differentiate work. They work to meet individual learning needs.

All pupils should have access to a broad and balanced EYFS provision. The National Curriculum Inclusion Statement states that teachers and key people should set high expectations for every pupil, whatever their prior attainment. Teachers and key people should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Group times and continuous provision should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to access the full EYFS.

Code of Practice graduated response

The Nursery adopts the levels of intervention as described in the SEND Code of Practice 2015.

The Code of Practice 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Early Years Support/ School Support and Early Years Support Plus/School Support Plus

Request for Educational Health Care Plan

The Nursery will request an Educational Health Care Plan from the LA when, despite an individualised programme of sustained intervention within Early Years Support Plus /School Support Plus, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency.

An Educational Health Care Plan will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the Nursery can offer. However, the Nursery recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

Partnership with Parents/Carers

The Nursery aims to work in close partnership with parents and carers.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils

Links with Other Services

The Pod at St Frideswide school maintains effective working links with local services, these advantage pupils' achievement and are needed to ensure the school provides effectively for pupils' learning. This may include local authority services, local specialist provision and other ODST schools with

provision which will help pupils' learning. Nursery will use reports from these other services to inform the individual's provision.

INSET

In order to maintain and develop the quality of our provision, staff will undertake appropriate training. Recent courses undertaken are listed in the school diary and electronic CPD record.

Resources

The provision for SEND is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. Clear procedures are set out in the Trust Complaints Policy.

Dissemination and Review

This policy, once approved by Trustees, will be reviewed tri- annually.

This policy needs to be read in conjunction with schools' policies on Inclusion, PSHCE, Positive Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and the Single Equality Scheme.