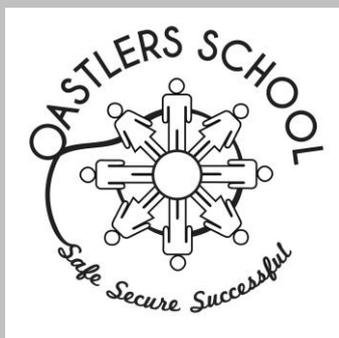


# Special Educational Needs Policy



## Oastlers Policy

Updated July 2014

<b>Approved by Governing Body On</b>	<b>July 2014</b>
<b>To be Reviewed On</b>	<b>July 2016</b>
<b>Signed on Behalf of the Governing Body</b>	<b>Cllr Lynne Smith</b>

# Special Educational Needs Policy

## Overview

We at Oastlers School are committed to meeting the special education needs of all our learners and ensure they make progress. In line with our mission statement we will:

- Be committed to the holistic development of every individual in the school community
- Support the development of skills to ensure all our learners can access knowledge, promoting the notion of a continuous learning journey
- Unconditionally value every one, respecting their dignity irrespective of individual difficulties
- Nurture individual strengths
- Promote an ethos of high expectations
- Offer a curriculum that is fit for purpose, that is challenging and accessible to all
- Equip every learner with the skills for life
- Provide a safe and stimulating learning environment
- Adopt a 'can do' attitude towards learning
- Secure collaboration with partners that will support the needs of every individual
- Develop a child centred approach to learners, enabling them to overcome any barriers
- Develop a school that is respectful of all cultures where everyone is valued equally

## Objectives of the policy

The school has determined, through the School Development Plan that can be accessed by following this [link](#). Our Priorities this year are:

- Ensure our learners make good progress and achieve well
- Ensure the quality of teaching is at least good, and that the needs of learners are well met
- Meet the behavioural needs of learners so that the standards of behaviour are at least good
- Meet the national average rates of attendance for secondary schools
- Effectively engage with the wider community, to include:
  - parents and carers
  - mainstream schools
  - local community
- Progress financial, ICT and administrative efficiencies
- Establish Oastlers pledge

It is through these priorities that the Governing Body make provision for learners with special education needs.

## Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special education needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At Oastlers School this role is undertaken by Mr Robert Fairbairn who will meet regularly with the Headteacher, Mrs Lyndsey Brown and SENCo, Mrs Fiona Graham.

The Headteacher is the schools 'responsible person' and manages the schools special education needs work. The Headteacher will keep the Governing Body informed about the special education needs provision made by the school.

The SENCo and the Headteacher will work closely with the special education needs governor and staff to ensure the effective day to day operation of the schools special education needs policy. The SENCo and Headteacher will identify areas for development in special education needs and contribute to the schools Development Plan, which contains the schools annual priorities. The SENCo will co-ordinate provision in school for all those with statements for special education needs.

All teaching and non-teaching staff will be involved in the formulation of the special education needs policy. They are responsible for differentiating the curriculum for learners with special education needs and will monitor their progress. Oastlers Heads of Departments for English, mathematics and science will review and monitor the progress made by learners in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo. Staff who work at Oastlers will have a deep understanding of special education needs and will have continued professional development to ensure that knowledge and understanding of children with special education needs is maintained.

### **Admissions**

Learners with special education needs will be admitted to Oastlers School in line with the schools admission policy which can be viewed via this [link](#).

The school is aware of the statutory requirements of the SEN and Disability Act 2005 and will meet the Acts requirements. The school will use their induction meetings to work closely with parents/carers in identification of special education needs and the individual education plan that will set out how these needs are to be met. Parents/carers can access the full Disability Act 2005 at the following website address:

[www.legislation.gov.uk/ukpga/2005/13/contents](http://www.legislation.gov.uk/ukpga/2005/13/contents)

Further guidance and definitions of disability are contained in the Equality Act 2010 which can be found on:

[www.legislation.gov.uk/equalityact/2010/15/contents](http://www.legislation.gov.uk/equalityact/2010/15/contents)

### **Access for Disabled**

Oastlers School is a fully inclusive school situated in a modern, purpose built environment that ensures these children with special education needs who may have additional needs are defined in the Disability Discrimination Act 2005 and Building Regulations 2000.

To ensure access for learners or parent/cares with disabilities the schools Accessibility Plan and the curriculum are in place so that we are confident that both the building and the curriculum is sufficiently adopted to meet the needs of those with additional disabilities.

### **Resources**

The Governing Body will ensure that the needs of learners are met by employing a SENCo, and in the case of Oastlers, an Assistant SENCo.

The Headteacher and the SENCo will use the learners Statement of Education Needs, and the Local Authority Range/Banding system to identify the areas of learner need and make appropriate provision.

Time will be identified for staff to review learner progress, discuss learner curriculum needs and

to share that information between classes and phases.

The Governing Body will ensure that money is set aside to develop resources in curriculum areas. In addition, the Governing Body will ensure that staff are kept up to date about SEN issues and undertake training.

### **Identification, Assessment, Reviews**

All children admitted to Oastlers School will already have identified special education need, primarily for social, emotional and behavioural difficulties. Parent/carers will receive termly updates about progress and will have a copy of their child's Individual Education Plan (IEP). The IEP will be reviewed regularly and parent/carers will be invited to the review. If any parent/carer is unable to attend the review a copy of the new IEP will be sent to them. Parent/carers views are actively sought and welcomed. The school will review the IEP at least every term but more frequently if appropriate.

Since the learners of Oastlers School have Statements of Education Need parents/carers can expect the statement to be reviewed annually and of which they will be invited to attend along with other involved professionals.

### **Curriculum**

In order to ensure all our learners make continued progress all our learners will access:

- Literacy, numeracy and ICT
- Differentiated lessons
- High quality teaching with well-planned lessons
- Access to the schools Literacy/Numeracy Workshop for bespoke and specific interventions
- Up to date IEP's with clear targets
- Access to a wide range of excellent resources

### **Access to the full life of school**

All Oastlers learners are expected to take part in all the activities available in the school. Those with special education needs are no exception to this.

All learners attend our daily assembly which forms an important part of the school community. Oastlers offers regular homework which is provided by subject teachers to support consolidation of learning.

The school operates daily lunchtime clubs and activities. There is a wide range of choices on offer of which every learner must select an option to ensure everyone is involved in structured social opportunities. Each week swimming lessons are available and accessed by rota to ensure that all our learners have the opportunity to develop this important life skill at Bolling Swimming Pool which is fully DDA compliant.

Sport is an important part of school life at Oastlers with access to team events and Outdoor Activities. The school has a football team but for those not interest in football there are numerous other opportunities in sport to support physical and emotional development, whatever the child's interest.

Finally, the school operates frequent trips and visits to places of interest, including residential opportunities.

### **Complaints**

Should a parent/carer have a concern about the special provision made for their child they should at first discuss it with the form tutor but if the concern continues then the SENCo will be available to discuss the concern with you in more detail. This can be done either in school or in your home, if preferred.

If the concern cannot be dealt with satisfactorily at this stage it should be brought to the attention of the Headteacher. If the Headteacher is unable to resolve the difficulty, parent/carers concerns should be put in writing to the SEN Governor, Mr Robert Fairbairn. The Chair of Governors, Ms Lynne Smith, will be involved after all other avenues have been exhausted.

General enquiries for matters about special education needs statutory processes can be directed to the Local Authorities SEN Team below.

Bradford's Special Education Needs Service  
Future House  
Bolling Road  
Bradford  
BD4 7EB  
Tel: 01274 385500

If parent/carers need support relating to any matter of your child's special education needs please contact:

Bradford Parent Partnership  
Queens Road Project  
Queens Road  
Bradford  
BD8 7BS  
Tel: 01274 494274

## **Training**

The Governing Body will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and SENCo.

The SENCo and Headteacher will keep fully up to date about special education needs issues through attending at training and cluster meetings. In addition, the SENCo will develop her skills through attendance at specialist training discussions with outside specialist. Oastlers SENCo, Mrs Fiona Graham, is undertaking the new national SENCo training in line with statutory requirements.

The school will monitor its skills by reading and subscribing to professional bodies.

The wider teaching staff will be kept up to date informally by the SENCo and formally at staff meetings or training by the SENCo and Headteacher. The Care Team who support individual learners or groups of learners also need to access information and training. This will be offered to them in the same way as the teaching team at Oastlers.

## **Outside Agencies**

In order to meet the special education needs of Oastlers learners the school works closely with a number of link agencies to the benefit of the learner and their family. Agencies include:

- Connexions
- School Nursing Team
- Child and Adolescent Mental Health Team

- Education Psychology Team
- Children's Social Care
- Education Social Work
- Parent Partnership
- Youth Offending Team
- West Yorkshire Police
- Outdoor Activity Service
- Vocational Providers

## **Parents/Carers**

Parent/carer involvement in their child's education is seen a critical at Oastlers School. The partnership that we aim to bring about is vital to the success of your child so we actively seek to maximise parental involvement at the school.

All our new parents/carers are welcomed to the school when they first come to visit us and it is hoped that contact is maintained through our Parent Forum thereafter. Oastlers School operates an open door policy for any parent/carer and continued invites to join our daily assembly or attend our many school events is intended to ensure our parent/carers feel valued by the school.

The school operates an annual Parent/Carer Survey so your views can be collected, even if you are unable to get into school.

Every week all our parents/carers will receive a letter from the Headteacher with updates and messages along with a weekly telephone call from the two Assistant Headteachers with updates on your child's progress.

Parents/carers may also be contacted by the school education social worker, Mrs Joanne Taylor in all matters relating to the wellbeing of your child in school. The annual SEN Review is a important opportunity for everyone involved to assess learner progress and much value is assigned to this meeting in school. There are other opportunities to discuss progress such as our parent/carer consultation event but contact from parents/carers is welcomed at any time.

## **School Links**

Oastlers School is a member of the District Achievement Partnership which formally links us to local special schools. Being a member is mutually beneficial to both staff and learner's as we share continued professional development and, importantly, operate school to school reviews which supports the school self-evaluation.

Oastlers also links to a number of Bradford mainstream schools in order to collaborate with teams in subject departments. Curricular expertise is important if your learners are to succeed and sharing that expertise is essential to the school development.

## **Evaluation of the Policy**

The policy will be reviewed annually by the staff team and approved by the governing body annually.

It is important that the school is confident it is doing a good job so the review process, which feeds directly into the schools Self Evaluation Form (SEF) and to Ofsted will be judged on its success accordingly.

## **Adopted by the Governing Body July 2014**

**Review Date: July 2016**