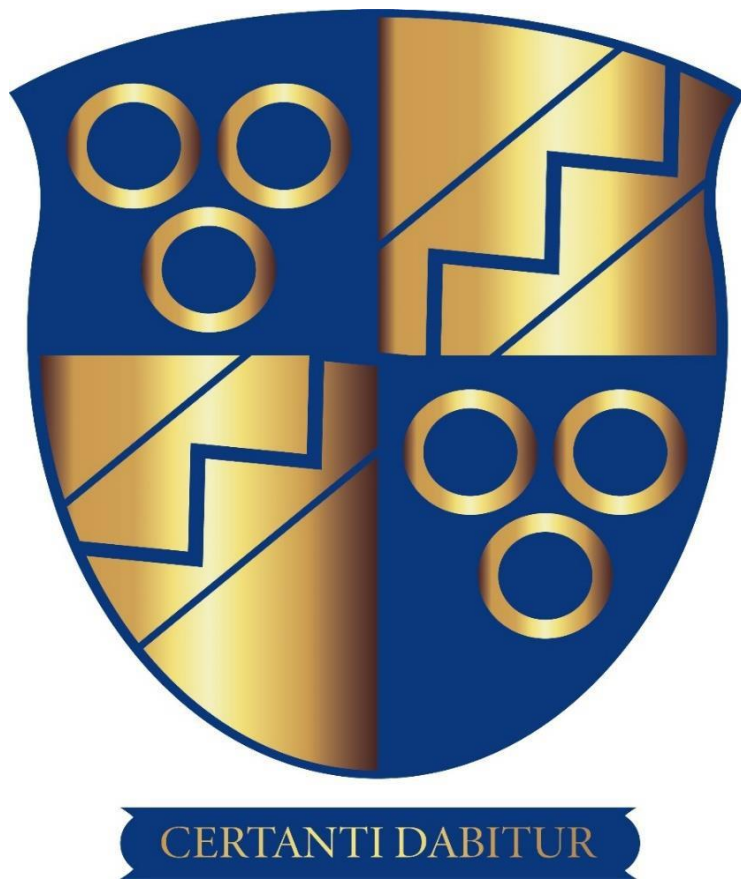


Special Educational Needs and Disability Policy

The Oldershaw School



Approved by: Curriculum & Standards Committee Date: September 2024

Policy owner: Vice Principal - Inclusion

Last reviewed: September 2024 Next review due: September 2025

Contents

1. Aims and Objectives
2. Philosophy within The Learning Centre
3. Responsibility for the coordination of SEND provision
4. Arrangements for coordinating SEND provision
5. Admission arrangements
6. Specialist SEND provision
7. Facilities for pupils with SEND
8. Allocation of resources for pupils with SEND
9. Identification of pupils' needs
10. Access to the curriculum, information and associated services
11. Inclusion of pupils with SEND
12. Evaluating the success of provision
13. Complaints Procedure
14. Continuing Professional Development
15. Links to support services
16. Working in partnership with parents
17. Monitoring
18. Links with other policies

Introduction & Statement of Intent

At The Oldershaw School, we are committed to fostering an atmosphere and environment for pupils with special educational needs and/or disabilities which ensures they feel safe and valued. Our intention is that pupils with SEND are supported and challenged to develop the skills and knowledge needed to enter adult life with the appropriate qualifications, independence and confidence to be successful.

We have high expectations of all our students and work in partnership with parents / carers, relevant professionals and external agencies, including the Local Authority, to ensure the best outcomes for all our young people.

We aim to:

- Encourage pupils to take pride in their own learning and abilities.
- Develop pupils' kindness to themselves, others and the environment.
- Develop a resilient attitude towards learning, recognising the challenges that they may face as a consequence of their SEND.
- Promote pupils' tolerance and understanding of different faiths, races and identities, and provide cultural experiences which widen outlooks and perspectives on life in Britain in the 21st century.
- Promote enjoyment and excitement in lessons and learning.
- Develop and improve practical literacy and numeracy skills for life.
- Support young people with social, emotional and mental health difficulties by teaching them strategies to manage their own needs.
- Develop social skills and metacognition skills.
- Provide an inclusive, adapted key stage 3 curriculum in the MLD Resource Provision to cater for their learning needs and attainment and the opportunity for students in the resource provision to access key stage 4 options and GCSEs
- Provide opportunities for identified students to access mainstream provision and teaching in the MLD Resource Provision
- Provide employability skills for pupils in the MLD Resource Provision in KS4 and generate ambition for adulthood and independence.
- Ensure that pupils with SEND benefit from Quality First Teaching across the School as the 'first response' to supporting their needs.
- Improve the knowledge and understanding of children and young people with SEND for all School staff, pupils and visitors.

In March 2022, Ofsted said, "Leaders identify the needs of pupils with SEND accurately. Teachers ensure that pupils are supported well to access the curriculum content. Pupils with SEND learn the same ambitious curriculum as others in the school. The curriculum for pupils with SEND is particularly effective."

1. Aim and Objectives

"Every teacher is a teacher of SEN."

Aim:

At The Oldershaw School we foster an atmosphere in which SEND students feel safe, valued and enjoy learning. We have high expectations of all of our students and work in partnership with home to ensure the best outcomes for all of our young people.

Objectives:

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents / carers, healthcare providers, specialist support agencies and primary schools prior to the child joining the School. Where needs have not been previously identified, staff have an obligation to report observations or concerns to the Vice Principal for Inclusion. Guidance is available to staff within an SEND handbook for 'Early Indicators' guidance.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make reasonable adjustments and utilise appropriate adaptation strategies to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Vice Principal for Inclusion and Executive Headteacher and will be carefully monitored and regularly reviewed by the Vice Principal for Inclusion in consultation with Subject Leaders and Progress Leaders, to ensure that pupils have access to appropriate provision and that individual targets are being met and all pupils' needs catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. We receive further support from a range of agencies including the Education Psychology Service, Hearing Impaired Service and Child and Adolescent Mental Health Services (CAMHS). The School welcomes the support of specialist services to support pupils' needs effectively.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive, mutually respectful relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of form groups and year groups. The form community helps to build a sense of belonging and respect, underpinned by our core values of pride, kindness and resilience. There is also the opportunity for all students to participate more widely in school life through Pupil Voice meetings, sports teams, creative opportunities and the various local, national and international visits; all aspects of the wider school life are fully inclusive and we actively encourage pupils with SEND to participate.

2. Philosophy within the Learning Centre

The Oldershaw School has a longstanding collaboration with Wirral Local Authority and we are extremely proud of our Resourced Provision Base that serves to integrate children and young people with Moderate Learning Difficulties (MLD) into a mainstream school setting. The School admits pupils to the MLD Base at the request of the LA when a pupil holds an EHCP stating MLD as their primary area of need. These pupils are typically catered for through The Learning Centre where they can access individualised curricula and specialist teaching.

The Learning Centre has a suite of rooms and is well-equipped with assistive technology and specialist teaching resources. The Learning Centre also provides a 'safe space' for pupils, allowing all students a place they feel they can belong to if they are feeling anxious or in need of additional support. The Learning Centre has many clubs that run at break, lunch time and after the school day, developing both academic and social skills.

Within the Learning Centre, we have the following philosophy:

- Encourage pupils to take pride in their own learning and abilities.
- Develop pupils' kindness to themselves, others and the environment.
- Develop a resilient attitude towards learning, recognising the challenges that they may face as a consequence of their SEND.
- Promote pupils' tolerance and understanding of different faiths, races and identities, and provide cultural experiences which widen outlooks and perspectives on life in Britain in the 21st century.
- Promote enjoyment and excitement in lessons and learning.
- Develop and improve practical literacy and numeracy skills for life.
- Support young people with social, emotional and mental health difficulties by teaching them strategies to manage their own needs.
- Develop social skills and metacognition skills.
- Provide an inclusive, adapted key stage 3 curriculum in the MLD Resource Provision to cater for their learning needs and attainment and the opportunity for students in the resource provision to access key stage 4 options and GCSEs
- Provide employability skills for pupils in the MLD Resource Provision in KS4 and generate ambition for adulthood and independence.
- Improve the knowledge and understanding of children and young people with SEND for all School staff, pupils and visitors.

3. Responsibility for the coordination of SEND provision

The School's Executive Headteacher and Head of School, Mr Steve Fisher and Mrs Rachel Sagar, have overall responsibility for overseeing the provision for children with special educational needs and / or disabilities.

As Vice Principal – Inclusion, Mr Edward Colwell holds strategic responsibility for all aspects of SEND provision at Oldershaw. As required by the SEND Code of Practice, Mr Colwell is completing the National Award for SEND Coordination. Mr Colwell also holds a Masters Qualification in Educational Leadership and Policy.

For the purpose of this policy and for clarity of meaning, the term *SENCO* will be used throughout this

document to refer to the day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs

4. Arrangements for coordinating SEND provision

The SENCO holds relevant information for pupils with SEND, such as the SEND Register, EHCPs and Person-Centred Plans.

All staff can access relevant documents on ARBOR, the school's Management Information System (MIS).

By accessing this information, every staff member will have complete and up-to-date information about all students with special needs and their requirements thus enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, including those with Education, Health and Care Plans and those without an EHCP.

Where appropriate upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies.

For children with Education, Health and Care Plans, admission to the School, both for a mainstream placement and as part of the resourced provision for children with MLD, is coordinated in conjunction with the Local Authority.

Placement in the MLD Resourced Provision is determined by the Local Authority SEND Team, not The Oldershaw School. The MLD Resourced Provision is in high demand, and pupils must already have an EHCP with details of MLD diagnosis prior to joining the School and parental preference for the MLD Resourced Provision expressed during Year 5/6 EHCP Annual Reviews.

For children with SEND in Years 5 and 6, the School is happy to offer tours and visits to the School to discuss additional needs and any provision that may be required for successful transition to secondary school. Please contact Mr Colwell, via the School office, to discuss this further. The school offers an information evening as well as a SEND information evening for prospective students with diagnosed need.

For further information regarding admission to the School, please refer to the information contained in our School prospectus and website.

6. Specialist SEND Provision

The Oldershaw School is an inclusive school and we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

Wirral Local Authority operates 6 Resourced Provision Bases in secondary schools; The Oldershaw School is very proud to have a highly successful Resourced Provision Base for children with moderate learning difficulties (MLD).

The School admits pupils to the MLD Base at the request of the LA when a pupil holds an EHCP stating MLD as their primary area of need. These pupils are typically catered for through The Learning Centre where they can access individualised curricula and specialist teaching.

There are several complementary pathways according to pupil needs:

- KS3 and Key Stage 4 Nurture Groups, which follow an adapted mainstream curriculum with some additional TA support
- Key Stage 3 Sycamore Groups, which follow an adapted key stage 3 curriculum and pupils are taught primarily within The Learning Centre. Our key stage 3 Sycamore Groups are taught by Miss Wood and Mrs Lowry.
- KS4 Sycamore Group, which follow an adapted key stage 4 curriculum with preparation for adulthood and developing employability. The KS4 Sycamore group is taught by Mrs Starbuck Jones. Key stage 4 sycamore students are given the chance to choose options and access GCSE qualifications.

The School is fortunate to have a suite of classrooms available for pupils in the MLD Base to build continuity and security of a familiar environment. Where subjects require specific equipment or resources such as Music or Design Technology, the Nurture Groups are taught as discrete groups within departments. Key stage 4 Sycamore groups are given the opportunity to choose two options subjects alongside an employability qualification.

Allocation of places in the MLD Resourced Provision is controlled by the Local Authority.

7. Facilities for pupils with SEND

The Oldershaw School building complies with the appropriate building regulations and with all relevant accessibility requirements. The building has lifts and disabled toilets. The Learning Centre base, where is located at the front of the school and is fully accessible.

Where required, the School works with Occupational Therapy Services to develop accessibility plans and Personal Evacuation and Escape Plans (PEEPs).

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of the School's notional budget which equates to £6,000; the notional budget is utilised to fund resources, staffing, external agency support and specialist equipment. Some pupils with the most complex SEND may access additional funding from the Local Authority, either through temporary Tier 3 funding agreements or EHCP. This is accessed through the School demonstrating to the Local Authority that the student's needs exceed the Element 2 funding.

Where meeting a pupil's needs exceeds the £6000 threshold, the SENCO, in consultation with the pupil and their parents / carers, will make the relevant application (for either Tier 3 funding or EHCP) to the Local Authority for assessment. Parents / carers, healthcare professionals or social care are also able to make a request for assessment. A multi-disciplinary Inclusion Panel will then consider the evidence presented and will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the School's Senior Leadership Team, SENCO and School Trustees to agree how the allocation of resources is used and deployed in order to ensure that pupils with SEND make at least expected progress and meet individualised outcomes.

9. Identification of Pupil Needs

The SEND Code of Practice states that "every school is required to identify and assess the SEN of the pupils that they support" and that schools must "use their best endeavours to make sure that a child with SEN gets the support they need" (p. 92). The Oldershaw School fully embraces this approach as part of its inclusive philosophy.

The SENCO, in collaboration with class teachers, progress leaders, assistant progress leaders and Teaching Assistants, seeks to identify pupils making less than expected progress in order to consider whether the pupil has SEND. Less than expected progress is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of the progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Thorough and robust assessment processes are embedded in all subject areas at The Oldershaw School and pupil attainment is carefully monitored to ensure progress. This information is used by the SENCO to identify where a pupil may be making less than expected progress. To further support identification of possible SEND, the SENCO uses a number of additional measures / information including:

- CAT Testing
- Reading Age Assessment
- Key Stage 2 Standardised Scores
- Specialist assessment such as Dyslexia Screener Assessments
- Consultation with Specialist Teachers e.g. Teacher of the Deaf or ASC Advisory Teacher.
- Professional advices e.g. paediatrician, educational psychologist.

Based on relevant information, the SENCO will then decide whether to place a child on the School's SEND Register. In some cases, a pupil does not need to be on the SEND Register, but there is additional information which teaching staff will find pertinent in planning Quality First Teaching. In this case, a pupil may be added to the SEND Monitoring Register to ensure staff have access to relevant information.

Where it is determined that a pupil does have SEND, parents / carers will be advised of this before inclusion of the individual on the School's SEND Register. There are two stages on the SEND Register: SEN monitoring, SEN Support and EHCP.

The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process, as advised by the SEND Code of Practice, indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most

effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support, the SENCO, SEND team and pastoral staff will work with teaching staff to carry out a clear analysis of the pupil's needs. This will draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to the pupil's need; barriers to learning are clearly identified and being challenged so that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND Support, parents will be informed. Planning may involve consultation between teachers, Progress Leaders, specialist SEND teachers and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of: their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The Form Tutor, pastoral team and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the SEND team and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviewing pupil progress will primarily be done through the normal data monitoring cycle. The review process will evaluate the impact and quality of the support and interventions. The SENDCO may revise the support in light of pupil progress and development to make any necessary amendments going forward, in consultation with parents and subject teachers. Following a thorough review, a child may be moved from the SEN support register to the SEN monitoring register or vice versa. Parents will be notified of any decision on a child's SEN status.

10. Ensuring Access to the Curriculum for Pupils with SEND

The SENCO and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including; sharing progress reports, medical reports and teacher feedback. These may be edited to ensure that only pertinent information is shared to maintain confidentiality if appropriate.
- Providing regular training and learning opportunities for staff in all departments on QFT strategies. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. All teaching staff at the School

benefit from regular CPD sessions to develop their practice and pedagogy. A number of these sessions have an explicit focus on teaching children with SEND.

- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary.
- Ensuring individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The Executive Head Teacher and Head of School, Mr S Fisher and Mrs R Sagar, oversee the School's policies to ensure they are inclusive, including the School's Admissions Policy, and are responsible for ensuring that it is implemented effectively throughout the school.

The School curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. All pupils attending The Oldershaw School are offered a wide range of extra-curricular events, which are accessible to pupils with SEND. There are a range of daily lunchtime activity clubs and after-school activities, including some which offer specific support for vulnerable learners and pupils with SEND.

12. Complaints Procedure

If a parent or carer has any concerns regarding their child's SEND or how their needs are being met, please contact the School Office in order to arrange a meeting with the SENCO.

Following a meeting, the SENCO will be able to offer advice on formal procedures for complaint, if necessary.

13. Continuing Professional Development (CPD)

We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. In addition to whole school INSET days throughout the year, regular CPD is delivered to all staff.

The School recognises the importance of ensuring that staff are provided with relevant training in order to provide Quality First Teaching for all pupils, including those with SEND. Therefore, the SENCO liaises with a range of professionals to provide specialist training from outside organisations, such as the Educational Psychology Team, Wirral Sensory Service (for pupils with hearing and / or visual impairments) and the ADHD Foundation.

14. External Agencies and Professional Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The School works with a range of agencies, dependent on the changing needs of the pupil population, including:

- Hearing Support
- Vision Support
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatrics Team (Wirral University Teaching Hospitals)
- ADHD Specialist Nurses
- Epilepsy Nurses

The School also liaises and collaborates with other schools, both specialist and mainstream, to share best practice in SEND.

15. Working in partnership with parents

The Oldershaw School believes that a close working relationship with parents and carers is vital to provide the best possible outcomes for each child. Oldershaw offers chances for parents and carers to attend sessions within school such as Coffee Mornings.

The SEND Team may signpost parents/carers of pupils with SEND to additional support services as necessary.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Parents and carers of all children with SEND are signposted to Wirral LA's Local Offer: <https://localofferwirral.org/>. The Local Offer contains a range of relevant information about support services and voluntary sector organisations which offer advice, guidance and resources for children with SEND and their families.

16. Transition

The Oldershaw School has close and well-established links with a number of primary schools in the local area and younger pupils are regularly invited into the School for primary liaison events to build their confidence in a secondary school environment.

We recognise and understand that for children with SEND and their parents, transition to secondary school may present unique challenges and anxieties. With this in mind, the Year 7 Progress Leader and SENCO work closely with primary colleagues to share key information and strategies for children with SEND.

All primary schools are visited during the Summer Term before transition and several information-sharing meetings attended, including Wirral's SENDCO-SENDCO Transition Meeting.

Where appropriate, the School works with primary SENCOs and teaching staff, parents/carers and children to identify specific pre-transition support required. This can include individualised tours / visits to the School, 'taster' lessons and introductions to key staff in order to facilitate a smooth transition to Year 7 as part of our enhanced transition process.

The School also works in collaboration with further education providers in the local area to ensure that transition to further education is successful. Where a suitable post-16 / post-18 setting has been identified, information-sharing meetings are arranged in collaboration with parents and young people to ensure that appropriate preparation can be planned.

Should you wish to discuss your child's needs or the School's provisions prior to transition, please do not hesitate to contact Mr Colwell, via the School Office.

17. Monitoring arrangements

This policy will usually be reviewed annually, but can be revised as required. This policy will be approved by the Curriculum & Standards Committee.

18. Links with other policies

This policy links with our policies on:

- Children with Health Needs Who Cannot Attend School Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Administration of Medicines Policy
- SEND Information Report
- Statement on Supporting Pupils with Asthma & Prescribed Inhalers
- Statement on Supporting Pupils with Severe Allergies & Prescribed AAI's
- Behaviour Policy
- Equality Information & Objectives