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**Special Educational Needs and Disability**

**(SEND) Policy**

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Recommended by:

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Ratified by: LAGB

Signed:

Position on the Board: Chair of LAGB

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## VISION STATEMENT FOR SPECIAL EDUCATIONAL NEEDS (SEND)

## At Oldbury Park Primary we believe that all children are entitled to the best possible education and opportunities in order to reach their full potential.

## Working Together to Learn; we believe in best, is the way we approach everything at Oldbury Park Primary.

We continually strive to provide a stimulating environment in which all children learn relevant skills and values to enable them to lead a fulfilled life in a rapidly changing world, both during their time at Oldbury Park Primary and for the rest of their lives. We believe every child is unique and deserves to be treated and respected as an individual.  This influences all that we do.

# **STATEMENT OF INTENT**

# This policy outlines the framework for Oldbury Park Primary to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

#  Through successful implementation of this policy, the school aims to:

# Eliminate discrimination.

# Promote equal opportunities.

# Foster good relationships between pupils with SEND and pupils without SEND.

# Oldbury Park Primary will work with the LA within the following principles which underpin this policy:

# The involvement of children, parents/carers and young people in decision-making

# The identification of children’s and young people’s needs

# Collaboration between education, health and social care services to provide support

# High quality provision to meet the needs of children and young people with SEND

# Greater choice and control for young people and parents/carers over their support

# Successful preparation for adulthood, including independent living and employment

# **LEGAL FRAMEWORK**

This policy has due regard to legislation, including, but not limited to, the following:

* Children and Families Act 2014
* Health and Social Care Act 2012
* Equality Act 2010
* Equality Act 2010 (Disability) Regulations 2010
* Education Act 1996

• Education Act 2002

• Mental Capacity Act 2005

• Children Act 1989

• Special Educational Needs and Disability (Amendment) Regulations 2015

• Special Educational Needs (Personal Budgets) Regulations 2014

• Special Educational Needs and Disability (Detained Persons) Regulations

• 2015 Local Government Act 1974

• Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’ DfE (2015)
* ‘Supporting pupils at school with medical conditions’
* DfE (2016) ‘Keeping children safe in education’
* DfE (2015) ‘Working together to safeguard children’
* DfE (2014) ‘School admissions code’

As part of the school’s dedication to safeguarding all children, Oldbury Park acknowledges that some pupils who have additional needs may be more vulnerable than their peers to abuse. As a result, all staff receive annual safeguarding training, with particular attention to paragraph 199 of the Keeping Children Safe in Education document:

*“Children with special educational needs and disabilities or health issues*

*199. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:*

*• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration*

*• these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children*

*• the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and*

*• communication barriers and difficulties in managing or reporting these challenges.*

*• cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.”*

# **AIMS AND OBJECTIVES**

Oldbury Park Primary plans to achieve the core aims of this policy by achieving the following strategic and measurable aims and objectives:

**Aims:**

Oldbury Park Primary is an inclusive school where we aim:

• To provide a whole school response to special educational needs within the overall ethos of the school.

• To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils’ self-esteem.

 • To encourage parental co-operation and involvement and to keep parents/carers informed at every stage.

 • To seek the views of the child where possible regarding plans and targets.

• To provide a positive and active approach from all the school staff to ensure that children feel valued.

 • To endeavour to give maximum equal opportunity for gaining access to the curriculum.

**Objectives**

 • To set achievable targets of small learning steps thereby promoting self-esteem and a positive attitude to learning.

 • To employ a variety of resources and teaching strategies to enable matched learning in all curriculum areas.

 • To work in partnership with parents/carers and pupils.

• To make all staff aware of the range of external agencies available to support children.

• To make all staff aware of the need for a whole school response to Special Educational Needs.

# **IDENTIFYING SEND**

Oldbury Park Primary has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification, identifying need at the earliest point and then making effective provision, thereby improving long-term outcomes for pupil. Class teachers, supported by the SENCO, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

* Is significantly slower than that of their peers starting from the same baseline.
* Fails to match or better the pupil’s previous rate of progress.
* Fails to close the attainment gap between the pupil and their peers.
* Widens the attainment gap to more than a year behind age related expectations.

There may be times when children are identified as needing support to access the curriculum due to barriers to learning such as:

* Speech, Language and Communication Needs
* Social Communication Needs
* Medical Needs
* Physical Needs
* Sensory Needs

Oldbury Park Primary has an Identification Document, which is used alongside our Graduated Response document to support the process of identification. Parents are consulted with at every stage of the identification process.

1. **EARLY YEARS FOUNDATION STAGE**

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND. Oldbury Park Primary ensures all staff who work with these children are alert to emerging difficulties and respond early.

Parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. Oldbury Park Primary also listens to and addresses any concerns raised by children themselves.

# **DEFINITION**

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

* Significantly greater difficulty in learning than the majority of others of the same age.
* A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
* Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

 When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for.

**Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

 **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotion and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Oldbury Park Primary CENTRAL TEACHING Academy has a clear process to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

**Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

# **7. CHILDREN WITH SPECIFIC CIRCUMSTANCES**

**Looked after children:** Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being ‘looked after’ by the LA.

Oldbury Park Primary has a named Access and Inclusion Leader, who works with the class teachers and LAC Lead to ensure that suitable provision is in place for looked after children (LAC). The named SENCO will also be consulted on the appropriate provision for LAC children if they also have a specific special educational need e.g. Attachment disorder, which may affect their ability to access the curriculum or learning facilities in the same way as their age-appropriate peers. All LAC children have a Personal Education Plan (PEP) and if applicable this will link closely to their Individual Provision Map.

**English as an Additional Language (EAL):** The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. Oldbury Park Primary understands that English as an additional language is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil’s performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

1. **ADMISSIONS**

Our school will ensure it meets its duties under the School Admissions Code by:

* Not refusing admission for a child that has named the school in their education, health and care (EHC) plan (with the exception of applications to the MAB – See MAB admissions).
* Considering applications from parents of children who have SEND but do not have an EHC plan.
* Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
* Not refusing admission for a child on the grounds that they do not have an EHC plan.
* Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

The Admissions Policy is available on the school website.

1. **ROLES AND RESPONSIBILITIES**

**Role of the Class Teacher**

**•** Follow the graduated response as outlined.

• To identify children who are experiencing difficulty in collaboration with advice and guidance of the SENCO.

• To differentiate within the classroom and to provide appropriate opportunities and resources.

• To monitor and record the progress of the child as an ongoing process.

• To inform parents/carers of areas of concern and to seek support and active involvement from them.

• The class teacher will organise and differentiate the child’s work and will keep records of this process for assessment by external agencies should this be required.

• For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role.

• As new members of staff join the school they are advised about the special needs arrangements and their role responsibility towards the implementation of the policy.

**Role of the SENCO**

The SEND Co-ordinator, with the support of the Access and Inclusion Leader and Principal, focuses on developing effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children’s needs, by monitoring the standards of pupils’ achievements, and by setting targets for improvement.

The SENCO works with subject co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

**Their responsibilities may include:**

**•** overseeing the day-to-day operation of the school’s SEND Policy

• co-ordinating provision for children identified with SEND and ensuring that quality first teaching and interventions take place

• liaising with the relevant Designated Teacher where a looked after pupil has SEND

**•** advising on the Graduated Response when providing SEND Support

• Liaising with the Principal on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

• liaising with parents/carers of pupils with SEND

• liaising with early years providers, Learning Support Team, Speech and Language Team, educational psychologists, health and social care professionals, other schools especially when receiving pupils with SEND into school and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• working with the Principal and school Governors to ensure that the school meets it’s responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

**•** ensuring that the school keeps the records of all pupils with SEND up to date

• Updating reports to Governors regarding SEND provision.

**Role of the Principal**

• To have an accurate overview of the SEND profile at the school and the pupils currently on SEN register.

• To have clarity of arrangements in place in order to respond to need.

• To monitor SEN reviews in liaison with the SENDCO

• To monitor teaching arrangements made for SEND children including the deployment of teaching assistants

**•** To advise the LA when a formal assessment may be necessary

**Role of the Governors**

**The Governing Body must:**

• do its best to ensure that the necessary provision is made for any pupil who has special educational needs

• ensure that, where the Principal have been informed that a pupil has special educational needs, those needs are made known to all who are likely to be involved with them

• ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

**•** consult the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

• ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the governing body should make sure that:

• they are fully involved in developing and monitoring the school’s SEND policy

• all governors, especially any SEND governors, are up-to-date and knowledgeable about the school’s SEND provision, including how funding, equipment and personnel resources are deployed

• SEND provision is an integral part of the school development plan

• the quality of SEND provision is continually monitored

# **INVOLVING PUPILS AND PARENTS/CARERS IN DECISION-MAKING**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the Principal and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil’s education or any health treatment underway.

The planning that Oldbury Park Primary implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

* Focus on the pupil as an individual, not their SEND label.
* Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
* Highlight the pupil’s strengths and capabilities.
* Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
* Tailor support to the needs of the individual.
* Organise assessments to minimise demands on families.
* Bring together relevant professionals to discuss and agree together the overall approach.
* Ensure that, where appropriate, pupils are involved in their education in regular pupil voice opportunities.

The class teacher, supported by the SENCO/Access and Inclusion Leader, will meet with pupils, and parents/carers of pupils receiving SEND support more than three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities and opportunities for support. Pupils with EHC plans will have an annual review meeting in addition to this, in order to review the EHC and the progress towards the targets set.

1. **JOINT COMMISSIONING, PLANNING AND DELIVERY**

Oldbury Park Primary is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible.

The school works closely with the Central Teaching Academy Trust, local educational settings and health and social care services to ensure pupils get the right support. Oldbury Park Primary carries out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people’s wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Oldbury Park Primary will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

* Population and demographic data.
* Prevalence data for different kinds of SEND among children and young people at the national level.
* Numbers of local children with EHC plans and their main needs.
* The numbers and types of settings locally that work with or educate children with SEND.
* An analysis of local challenges/sources of health inequalities.

Our school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

* Improved educational progress and outcomes for children and young people with SEND.
* Increasing the proportion of children with SEND, whose needs are identified prior to school entry.
* Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with their individual healthcare plan.
* SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.
1. **WORCESTERSHIRES LOCAL OFFER**

Local Authorities must publish a local offer, setting out in one place, information about provision that is available for children and young people in their area, who have special educational needs (SEN) or disability. The local offer covers: Support available to all children and young people with SEN or disability from univeCentral Teachingl services such as early years settings, schools and colleges; targeted services for children and young people with SEN or disability, who require additional short term support over and above that provided routinely as part of univeCentral Teachingl services; specialist services for children and young people with SEN or disability.

**Worcestershire’s Local Offer can be found here:** <https://www.worcestershire.gov.uk/graduatedresponse>

In the developing and reviewing the Local Offer the school will adopt the following approach:

**Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also cooperate with those providing services.

**Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils’ and parents’ needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.

**Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

**Up-to-date:** When parents and pupils access the Local Offer it is important that the information is up-to-date.

1. **GRADUATED RESPONSE**

Once a potential SEND has been identified, the school will employ the graduated response to meeting the pupil’s needs by:

* Establishing a clear assessment of the pupil’s needs.
* Planning, with the pupil’s parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
* Implementing the interventions, with the support of the SENCO.
* Reviewing the effectiveness of the interventions, and making any necessary revisions in order to improve future practice and provision.
* Staff will use the Oldbury Park Primary CENTRAL TEACHING Academy Graduated Response document to support the implementation of the above points.

**SEND Systems at Oldbury Park Primary Central Teaching Academy to ensure a Graduated Response**

As part of its dedication to high standards and the rapid progress of SEND children, efficient SEND systems are in place to effectively identify, monitor, track and assess children with SEND.

Each class teacher should have access to all SEND documents relating to children and class teachers and the SENCO are accountable for keeping them up-to –date.

**These documents include:**

* The SEND Policy
* SEND register
* Individual provision maps
* Reports from outside agencies
* Annual review paperwork
* EHCP documents



**Individual Provision Maps**

Children’s progress will be tracked through termly pupil progress meetings and data collection and the review of IPM targets. During these meetings children, who have not made expected progress will be identified.

All children on the SEND register will have an Individual Provision Map.

Each IPM needs to include the following:

* Up-to-date SEND status
* Need to know: what is happening for that child this term
* SMART (Specific, Measureable, Achievable, Realistic, Time) targets set each term.
* An outline of strategies and/or interventions explaining how this target will be targeted at school.
* The IPM’s will need annotating throughout the term as it is a working document and if targets are met before the IPM update date then next step annotations should be made.
* IPM’s are to be reviewed and updated at least each term, annotated and adjusted where necessary throughout.

IPMs need to be shared and agreed with parents each term.

1. **External Agencies Input**

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents/carers.

External support services will usually see the child so that they can:

* advise teachers on Individual Provision Maps with fresh targets and accompanying strategies
* provide more specialist assessments to inform planning and the measurement of a pupil’s progress
* give advice on the use of new or specialist strategies or materials
* provide support for particular activities.

The triggers for External Agency referral will be that, despite receiving individualised support the child:

• continues to make little or no progress in specific areas over a long period (usually 2 cycles)

• continues working at National Curriculum levels substantially below that expected of children of a similar age

• continues to have difficulty in developing English and Mathematics skills

 • has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group, despite having an individualised behaviour management programme

 • has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

 • has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child’s records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IPM for the child will set out fresh strategies for supporting the child’s progress. These will be implemented, at least in part, in the classroom setting. The delivery of the interventions recorded in the IPM continues to be the responsibility of the class teacher.

1. **EDUCATION HEALTH CARE (EHC) PLANS**

Where a request for an assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child’s progress over time, and will also need documentation in relation to the child’s special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place.

The school will provide this evidence through the graduated response. This information may include:

• an individual provision map for the pupil

• records of regular reviews and their outcomes

 • the pupil’s health including the child’s medical history where relevant

 • National Curriculum levels attainments in literacy and mathematics

 • educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

 • views of the parents and of the child

 • involvement of other professionals such as health, social services or education welfare service.

**EHC needs Assessment**

A child will be brought to the LA’s attention as possibly requiring an assessment through a request by the child’s school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child’s learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHC needs assessment.

The LA may decide that the degree of the pupil’s learning difficulty and the nature of the provision necessary to meet the child’s special educational needs is such as to require the LA to determine the child’s special educational needs provision through an Education, Health and Care (EHC) plan.

 An EHC plan will include:

* The views, interests and aspirations of the child and their parents, or of the young person
* The child or young person’s special educational needs (SEND)
* The child or young person’s health needs which relate to their SEND
* The child or young person’s social care needs which relate to their SEND
* The outcomes sought for the child or the young person
* The special educational provision required by the child or the young person
* Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
* Personal Budget (including arrangements for direct payments)
* Advice and information

All children with EHC plan or statements of special educational needs will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need or EHC plan. These targets will be set out in an IPM and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IPM will continue to be the responsibility of the class teacher.

 **Annual review of a statement of an EHC**

All EHC’s must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil’s needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

1. **MAINSTREAM AUTISM BASE (MAB)**

Oldbury Park Primary has a Local Authority commission for 8 places in the Mainstream Autism Base. Pupils, who are accepted into the base, are recommended to the school through the Local Authority Access and Inclusion Team. These pupils are required to have an EHC plan and will have a diagnosis of Autism Spectrum Disorder (ASD) or will have a condition which presents as ASD.

The MAB provides a low stimuli environment, where pupils with ASD can access mainstream education, whilst being supported socially through tailored provision. It is expected that pupils in the base will be able to access a minimum of 30% mainstream education with the aim to work towards at least 80%. The MAB has specialist staff with a 3:8 ratio to provide individualised curriculum as well as individual and small group intervention.

Class teachers work in conjunction with MAB staff to ensure that the needs of the individual are met through:

* Personalised timetables
* Support for pupils to access as much mainstream learning as possible or appropriate for the individual
* Joint responsibility for the setting and reviewing of learning targets
* Reporting to and liaising with parents and carers

Oldbury Park Primary and parents/carers of the pupil will review the suitability of the MAB setting at the annual review meeting. Both parties can call an emergency review at any time if the placement is no longer considered suitable.

1. **TRANSFERRING BETWEEN DIFFERENT PHASES OF EDUCATION**

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are the following:

* Early years provider to Primary school
* Primary school to secondary school
* New pupils to the school
1. **SUPPORTING SUCCESSFUL TRANSITION**

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to secondary school, changing year groups or phase.

This support may take different forms, such as a photograph transition booklet or extra ‘moving up’ visits, depending on the needs of the individual child.

The school will engage with secondary schools, to help plan for any transitions. Extra meetings may be arranged between children, families and school SENCOs to ensure that information is shared effectively.

If a child with identified SEND joins Oldbury Park Primary, the SENCO will arrange to meet the child and their family. Information will be shared with the class teacher in order to ensure transition into the school is as smooth as possible for the child.

Visits may be arranged between schools in order for a child to become familiar with the new setting in advance of leaving Oldbury Park Primary. The school will transfer all relevant information about pupils to any educational institution that they are transferring to, in line with current data protection regulations.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

1. **DATA AND RECORD KEEPING**

The school will:

* Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
* Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
* Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.
* Keep data on the levels and types of need within the school and makes this available to the LA.
* The SEN information report for parents will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.
1. **CONFIDENTIALITY**

The school will not disclose any SEND paperwork related to a child without the consent of the pupil’s parents/carer, with the exception of disclosure:

* To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
* On the order of any court for the purpose of any criminal proceedings.
* For the purposes of investigations of maladministration under the Local Government Act 1974.
* To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
* To Ofsted inspection teams as part of their inspections of schools and LAs.
* To any person in connection with the pupil’s application for students with disabilities allowance in advance of taking up a place in higher education.
* To the Principal (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.
1. **RESOLVING DISAGREEMENTS**

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the class teacher. If the parent is not satisfied with how this has been resolved they should arrange to meet with the school SENDCO.

If the parent is still dis-satisfied with the resolution they should arrange to meet the Vice Principal (Access and Inclusion Leader) / Principal and they will investigate and meet again with the parent. If necessary the complaint may be referred on to the Governing Body, who will respond to it directly.

1. **PUBLISHING INFORMATION**

The school will publish information on our website about the implementation of the SEND Policy. The governing body will publish details of the SEND Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

1. **MONITORING AND REVIEW**

The policy is reviewed on an annual basis by the SENDCO and Vice Principal in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

**FURTHER INFORMATION**

Further information about provision for children with SEND can be found from:

* The Local offer on Worcestershire County Council website: <http://www.worcestershire.gov.uk/sendlocaloffer>
* SEND Code of Practice Government guide for parent carers: www.gov.uk/government/publications/send-guide-for-parents-and-carers SEND Information, Advice and Support Service (formerly Parent Partnership Service) [www.SENDworcestershire.co.uk](http://www.SENDworcestershire.co.uk)
* SENDIASS (parental support) **Telephone:** 01905 768153 or **Email:** sendiass@worcestershire.gov.uk