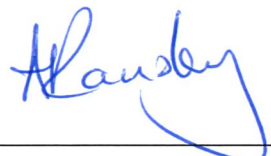


Oxfordshire Hospital School - SEN/D Policy

Person responsible for Policy:	Angela Ransby
Date to Governors:	September 2017
Date Agreed:	September 2017
Review Due:	September 2018
Is this Policy to appear on school website:	Yes
Is this Policy to be displayed in Reception:	No

Headteacher's Signature:	
Date:	
Signature of Chair of the Governors:	
Date:	

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At the Oxfordshire Hospital School (OHS), the majority of our pupils are 'dual-registered', and are often initially referred to the school through their home school's SENCo. We continue to liaise with their SENCos as appropriate for the duration of their placement here.

The OHS's **SENDCo** is Nicholas Collins

Nick Collins can be contacted on 01865 957480 or by email:
nick.collins@ohs.oxon.sch.uk

In addition, each young person is assigned a Key Teacher who will closely monitor their progress and needs and will be in regular contact with families, carers and home schools.

All work relating to SEND is overseen by the Headteacher, Angela Ransby, and the Governing Body

Governing Principles

The OHS is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum
- providing continuity of education for young people not able to attend their usual educational setting

Which:

- (a) meets statutory requirements;
- (b) reflects the cultural diversity of society;
- (c) meets the needs of all pupils;
- (d) develops skills for independence and a pathway for an active role in society

Aims of the SEND policy

- that practice reflects our school mission statement
- that pupils receive the provision set out in their Statement of Educational Need or Education Health and Care Plan
- to identify the changing needs of pupils

- respond to changing needs so that pupils can further develop their potential as individuals.

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils
- providing staff with regular opportunities to discuss pupils needs
- providing staff with regular professional development opportunities to expand their SEN Pedagogy
- providing a structure within which information on pupils can be collected, provided and processed systematically
- taking prompt actions when decisions are made.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Inclusion

At the OHS, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, and its assessment systems. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The OHS believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- all stakeholders should work in collaboration to ensure the best possible outcomes for a young person.

Definition of Special Educational Needs and Disability (SEN/D)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the **Assess – Plan – Do – Review** model, in addition to provisions made for their specific need and/or talent.

Roles & Responsibilities

The roles and responsibilities of school staff with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines.

Governing Body

- In partnership with the Headteacher, the Governing Body have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and School Improvement Plan.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.

The Headteacher

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D
- Work with the SEN lead and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Informing the Governing Body.

SEN/D Coordinator

- Disseminating information and raising awareness of SEN/D issues throughout the school
- Overseeing the provision offered
- Supporting the teaching and learning of students with SEN/D.
- Overseeing the preparation of and reviewing Individual Learning Plans for those with SEN/D and others, as required.
- Monitoring the delivery of the SEN/D Policy.
- Liaising with other SENCOs, both locally and nationally.

- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).

Teachers & Support Staff

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D
- Raising awareness of school responsibilities towards SEN/D
- Supporting the view that “All teachers are teachers of special needs”
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Learning Plans inform lessons.
- Monitoring progress of all students against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEN/D.
- Raising individual concerns to the OHS SENDCo & home school SENDCo

Provision

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the OHS learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SEN Leads, but will be planned and delivered by teaching and support staff.

Provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual teachers; curriculum leads and the SLT to ensure the National Curriculum is met for those students with SEN/D in partnership with the SEND Team.

The OHS applies the following Graduated Response to provide curriculum support

Curriculum Support is achieved by

1. Identifying and assessing individual student's needs according to the Assess – Plan – Do – Review model
2. Reporting of students' needs to all members of school. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Where possible, ensuring families understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

Monitoring progress and provision

Statutory Assessment/Statements/EHC Plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the home school or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan. The home school SEN Co-ordinator is responsible for allocating students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and all staff are fully involved.

Learning Support Plans and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded on the Individual Support Plan (LSPs); reflecting provision that is additional to, or different from, normal differentiated provision.

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by staff reviews, screening tests and through procedures described in the school Assessment Policy.

Provision of Curriculum Support

The SEND Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The OHS SENDCo can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

For further information, please refer to our full **SEN Information Report**.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students, parents or carers and the wider multidisciplinary teams.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The SEN Co-ordinator/s reviewing procedures in consultation with stakeholders

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals during Pupil Progress meetings and in preparation for CPAs and Review Meetings
- Reviewing the impact of interventions after an agreed number of weeks (see LSPs)
- Using pupil questionnaires and surveys
- Holding or contributing to EHCP meetings/annual reviews for pupils with statements of SEN or EHC plans

Partnership Working

Parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The OHS actively seeks to work with parents / carers and values the contributions they make.

- Family views are recorded as part of education review procedures
- Families are encouraged to attend meetings where their child's progress is discussed
- Effective communication is achieved through regular contact via Education Reports and contact with designated lead teachers.

Students

The OHS acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by participating in all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the teaching and learning process and their views are valued and listened to.

External Partners

The OHS works in partnership with other agencies in order to provide an integrated support based on the needs of the student.

Between Schools

The OHS liaises with other SENDCos, department heads and pastoral leads as appropriate at pupils' home or prospective schools. This is often undertaken by Leaders of Learning and/or Key Teachers, and overseen by the Senior Leadership Team.

In addition, OHS networks with other schools on local and national SEND issues.