



THE UNICORN SCHOOL

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Special Educational Needs and Disability (SEND) Policy

Policy written by: Rachael McMullen

Date Agreed by: Andrew Day

<i>Date of Review</i>	<i>Completed By</i>	<i>Signed</i>
September 2015	Rachael McMullen	
September 2017		

THE UNICORN SCHOOL
SPECIAL EDUCATIONAL NEEDS
AND DISABILITY (SEND) POLICY

1. DEFINITION AND AIMS

Definition

A child or young person is considered to have a learning difficulty or disability if they:

‘have a significantly greater difficulty in learning than the majority of others the same age’

or

‘have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age’.

(Special Educational Needs and Disability (SEND) Code of Practice, 2015)

Aims

We, at The Unicorn School, believe that each pupil has individual and unique needs. If these pupils are to be fully included in all aspects of school life and achieve their full potential, we must recognise this and plan accordingly. The Unicorn School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to a broad and balanced curriculum. Our Special Educational Needs Policy reflects our whole school practice and ethos. The Unicorn School is committed to the Every Child Matters Agenda (Children Act, 2004) in order to improve outcomes for all children and young people in order to be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being.

At The Unicorn School it is our aim:

- to enable every pupil to achieve their potential in all areas of the curriculum, encouraging both social and intellectual development
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability, gender, sexual orientation, ethnicity
- to give all pupils equal opportunities to take part in all aspects of the school's provision
- to respect and celebrate the efforts and achievements of all members of the school, and to build a strong sense of self-esteem
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

2. ADMISSION ARRANGEMENTS

All pupils with a specific learning difficulty are welcome, unless this is incompatible with the efficient education and well-being of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility. The majority of children wishing to attend The Unicorn School will already be receiving support for their specific learning difficulties, and may have had a range of interventions at their previous school. Some children will have a Statement of Special Educational Needs or an Education, Health and Care Plan.

A professional educational assessment diagnosing a specific learning difficulty, providing a detailed cognitive profile, should be carried out prior to admission. A request will be made to parents/carers to have their child's vision and hearing checked prior to admission if possible or within six months. In addition, the child should spend at least two days visiting the school for informal assessment and to spend time in the classroom with their age group.

3. ROLES AND RESPONSIBILITIES

All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governing Body**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for all pupils. The Governors must ensure that:

- the necessary provision is made for pupils with a range of specific learning difficulties
- all pupils join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to parents/carers
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice (2015)
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work to provide for pupils with special educational needs
- monitoring and reporting to the governors about the implementation of the school's SEN policy
- working closely with the Special Educational Needs Co-ordinator (SENCo).

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- supporting teachers in drawing up Individual Education Plans (IEPs)
- liaising closely with parents/carers, so that they are fully involved in the process of setting targets and are aware of the strategies that are being used to support progress
- managing the Annual Review process for those pupils with a Statement of SEN or an Education, Health and Care Plan, liaising closely with the LA and outside agencies throughout the process, arranging meetings and providing a link between these agencies, class teachers, one-to-one teachers and parents/carers
- supporting parents/carers through the process of applying for an Education, Health and Care Plan, liaising closely with the LA and outside agencies throughout the process, arranging meetings and providing a link between these agencies, class teachers, one-to-one teachers and parents/carers
- maintaining the school's SEN records so that they are readily accessible to staff, whilst following guidelines on data protection
- assisting in the monitoring and evaluation of progress of pupils through the use of existing school assessment information, e.g. class-based assessments/records, SATs, etc.
- contributing to the in-service training of staff
- contributing to the smooth transition of pupils to their next school by sending the Pupil Passport and supporting documentation to receiving schools and liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

The **One-to-One Co-ordinator** is responsible for:

- the day to day coordination of one-to-one work, including organising one-to-one timetables
- ensuring that individual one-to-one files on pupil's progress are maintained
- ensuring that one-to-one teachers' planning is consistently applied for all children
- ensuring that an agreed, consistent approach is adopted to testing
- managing the one-to-one budget
- organising and chairing regular one-to-one meetings
- contributing to the in-service training of staff
- monitoring and supporting the teaching practice of one-to-one teachers
- supporting newly appointed one-to-one teachers regarding the SEN procedures in the school.

Class teachers are responsible for:

- being fully aware of the school's SEN policy
- providing an appropriately differentiated curriculum for pupils with specific learning difficulties through setting suitable learning challenges, responding to pupil's individual needs, and overcoming potential barriers to learning and assessment
- drawing up IEPs in discussion with pupil, parents/carers and one-to-one teachers, and setting targets appropriate to the individual needs of the pupils
- maintaining detailed profiles of individual pupil's work
- giving feedback to parents/carers.
- contributing to the application process for an Education, Health and Care Plan and to Annual Review meetings for those pupils with a Statement or Education, Health and Care Plan by writing reports and attending Annual Review meetings.

One-to-one teachers are responsible for:

- being fully aware of the school's SEN policy and the procedures for assessing and making provision for pupils
- ensuring that the materials and approaches they use are based on the latest research
- drawing up Individual Education Plans (IEPs), implementing these and monitoring progress
- ensuring that the children they teach understand and actively work towards their targets
- assess pupils using standardised tests twice a year using an agreed, consistent approach
- maintain individual one-to-one files on pupil's progress
- giving feedback to teachers and the SENCo about pupils' performance and progress
- contributing to the application process for an Education, Health and Care Plan and to Annual Review meetings for those pupils with a Statement or Education, Health and Care Plan by writing reports and attending Annual Review meetings.

4. CO-ORDINATING AND MANAGING PROVISION

At The Unicorn School:

- the SENCo liaises with class teachers and one-to-one teachers to devise and review IEPs
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as possible in discussions about their targets and provision
- parents are invited to comment on pupil's targets at termly parent teacher evenings.

The SENCo ensures that the following information is easily accessible to staff:

- the school's SEN policy
- the SEN records for each child
- the SEND Code of Practice (2015)
- Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings - Primary and Secondary

5. PUPIL PASSPORT

Each child has a Pupil Passport summarising key information about the pupil, including key findings from Statements, Education, Health and Care Plans, assessments, advice received from an Educational Psychologist, Physio or Occupational Therapists, or any other relevant specialist. The Passport summarises teaching strategies class teachers and one-to-one teachers have found successful. The Passports are stored electronically in each child's folder.

The Passport is updated at least termly by both class teachers and one-to-one teachers and is used to help plan provision for the child. When a pupil leaves the school, the SENCo sends the Passport to the receiving school.

6. INDIVIDUAL EDUCATION PLAN

An Individual Education Plan (IEP) is used to plan interventions for pupils. Pupils and teachers will discuss three key targets for each pupil in Literacy and Maths. If a child has direct therapy with the Speech and Language Therapist or Occupational Therapist, these targets will also be included on the IEP. Parents/carers will also be involved in discussion of these targets at termly parents' evenings.

The IEP will outline:

- the targets for the pupil
- the teaching strategies to be used
- success criteria
- when the plan is to be reviewed

Targets must be precise and achievable within the relevant time-scale. Criteria on which to base targets can be found in Statements, Education, Health and Care Plans, assessments, advice received from an Educational Psychologist, or any other relevant specialist. In the absence of, or in addition to, any of the above, targets may also be based on criteria contained in the attached list, or on discussion with parents/carers, teachers and pupil

Class teachers and One-to-one teachers work collaboratively to write IEPs for their pupils. All draft IEPs should be approved by the SENCo and Headteacher before they are sent to parents/carers. The IEP will be stored electronically in the pupil's individual folder. When the IEP is to be reviewed, the class teacher and one-to-one teacher will meet to review the pupil's progress over the term in relation to meeting the targets in the IEP, and to discuss suitable future targets. IEP Reviews are sent to parents/carers prior to the parents' evening. Parents/carers are invited to add their comments to the Reviews and be fully involved in the discussion of future targets at the parents' evening. Copies of parents' comments are stored by the SENCo in a central file.

7. SPECIALISMS

At The Unicorn School:

- all teaching staff are trained (or are in the process of training) to meet the needs of pupils with specific learning difficulties. All staff are trained in how to support pupils with Speech, Language and Communication Needs
- additional training for teachers to meet the specific needs of an individual pupil is made available when necessary and appropriate
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible. All teachers are responsible for ensuring that the materials and approaches they use are based on the latest research
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- support for each pupil aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required.

8. EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the senior management team
- analysis of pupil tracking data and test results for individual pupils and cohorts
- termly monitoring of procedures and practice by the governors
- the School Development Plan and School Self-Evaluation Form
- visits from OFSTED, CRESTED and inter-county inspections
- discussion with each pupil to review progress and set new targets
- regular meetings of parents/carers and staff, both formal and informal, to plan targets, revise provision and celebrate success.

9. PARTNERSHIP WITH PARENTS/CARERS

All staff encourage parents/carers to be full partners in the education process. Parents/carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent's meetings take place three times a year, but parents/carers are welcome to visit the school or arrange meetings at other times to discuss their child's progress with the class teacher or SENCo. The school's SEN policy is available on the school website, and parents/carers are welcome to request a copy.

10. THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. At The Unicorn School, we encourage pupils to participate in their learning by:

- contributing to setting appropriate targets, and to the regular review of these targets
- talking to teachers about their learning, and completing an All About Me document which outlines how they feel they learn best. Pupils review this document as they move up the school
- participating in class and individual reward systems.

11. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. In the event of a formal complaint parents are advised to contact the Headteacher or the governors, if they prefer. (For further details, refer to the school's Complaints Policy.)

12. LINKS WITH OTHER AGENCIES AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire and nearby counties, including Educational Psychologists, Speech and Language Therapists and Occupational Therapists. We are committed to using the expertise and advice provided by other professionals.

13. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

When pupils transfer to other schools:

- we offer opportunities for pupils to visit their prospective primary or secondary school
- representatives from receiving secondary schools are available for consultation before the time for transfer
- for pupils with a Statement of SEN or an Education, Health and Care Plan, the pupil's Statement or Plan is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the Annual Review in the previous year, the parents/carers' views and preferences and the response to consultation by the LA with the schools concerned
- where possible, the SENCo of the receiving school attends the final Annual Review of pupils with Statements for whom the particular school has been named
- When the school is informed that a pupil with SEN is joining the school, the SENCo will liaise with the previous school setting and set up an appropriate transition package for the pupil.

When pupils transfer to other classes within the school:

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged between the staff involved in monitoring the pupil's progress

14. STAFF DEVELOPMENT

- the school is committed to increasing expertise in SEN
- there are regular training sessions for class teachers and one-to-one teachers
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation is considered to be part of staff development
- newly appointed teaching and support staff meet the SENCo and One-to-one Co-ordinator to discuss SEN procedures in the school.

15. SEND CODE OF CONDUCT:

The SEND Code of Practice came in to effect on 1st September 2014. The code refers to part 3 of the Children and families Act 2014. The Unicorn School is aware of its responsibilities under the code and supports it fully.

If you wish to discuss this further then please feel free to contact the Head teacher or with the school's SENCO.

Monitoring and evaluation

This policy will be monitored by the Governors and reviewed by the staff as part of the school's monitoring cycle.

Date of writing – September 2015

Date of review – September 2017

Person responsible for policy: Rachael McMullen (SENCo)

Policy approved by Governors

Signed:

Headteacher:

Chair of Governors: