



## Special Educational Needs and Disability (SEND) Policy

**Approved by:** Governing Body **Date:** 28<sup>th</sup> January 2020

**Next review due  
by:** January 2021

### CONTENTS

#### 1. SCHOOL ARRANGEMENTS

- 1.1 Definition and aims
- 1.2 Roles and responsibilities
- 1.3 Co-ordinating and managing provision
- 1.4 Admissions arrangements
- 1.5 Specialisms and special facilities

#### 2. IDENTIFICATION, ASSESSMENT AND PROVISION

- 2.1 Allocation of resources
- 2.2 Identification, assessment and review
- 2.3 Curriculum access and inclusion
- 2.4 Evaluating success
- 2.5 Arrangements for complaints

#### 3. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

- 3.1 Partnership with parents
- 3.2 The voice of the child
- 3.3 Links with other agencies, organisations and support services
- 3.4 Links with other schools and transfer arrangements
- 3.5 Staff development and appraisal

## **SECTION 1: SCHOOL ARRANGEMENTS**

### **1.1 DEFINITION**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

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

### **Aims**

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. In particular, we aim:

- to enable every pupil to experience success
- 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 give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers and pupils in planning and supporting at all stages of their development
- to work collaboratively with parents, other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

## 1.2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. 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 school buys in to the services of a Special Needs Advisory Support Teacher (SNA) for special needs advisory support on meeting the needs of vulnerable learners.

### 1.2.1 Class teachers are responsible for:

- all pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- monitoring the impact of intervention programmes provided for SEND pupils in their class
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- meeting with parents of pupils with SEND to review progress at least three times a year.

### 1.2.2 The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.

### 1.2.3 The special educational needs co-ordinator (SENCo) is responsible for:

- Liaising with the SNA to develop effective inclusive teaching and SEND provision
- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- advising on the graduated approach to providing SEND support
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the deployment of the school's notional SEND budget and other resources to meet pupils' needs effectively
- helping staff to identify pupils with special educational needs
- supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes appropriate to the needs of the pupils, and advising on

appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

- ensuring that teachers are liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with early years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all pupils are up to date
- monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCoS in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

#### **1.2.4 Teaching Assistants**

- should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and the effective inclusion of pupils with SEND

**1.2.5 Midday supervisors** are given any necessary information relating to the supervision of SEND pupils at lunchtime.

**1.2.6 The governing body**, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

**Governors** must ensure that:

- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice 2014
- they are fully informed about SEND 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 SEND.

**Governors** play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

### **1.3 CO-ORDINATING AND MANAGING PROVISION**

At Great Tew Primary School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- SEND is a regular item on staff meeting agendas or the main item of a meeting
- the SENCo meets regularly with TAs
- the SENCo ensures that regular meetings are held, normally once a term, to review progress and provision, and that parents are invited
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
  - ✓ the school's SEND policy
  - ✓ the SEND register
  - ✓ an overview of SEND provision which is on the school website
  - ✓ The Oxfordshire SEND guidance for identifying and supporting SEND.

### **1.4 ADMISSION ARRANGEMENTS**

Great Tew Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHC Plan, the LA must provide a place, unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **1.5 SPECIALISMS AND SPECIAL FACILITIES**

At Great Tew Primary School:

January 2020

- teaching staff have experience of teaching pupils with a range of SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum
- 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
- pupil support 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
- the school has a disabled toilet, washing and changing facilities
- we have an Access Plan to minimise barriers to physical and curriculum access and access to information
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.

## **SECTION 2: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **2.1 ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the notional SEND budget (the SEND Index) that is designed to fund the additional support required
- additional specific funds that may be allocated to pupils with an EHC Plan

The headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education, Health and Care Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

### **2.2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two levels of provision of SEND: SEND support and an Education, Health and Care Plan (EHC Plan).

The school uses the Pupil Profiles to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Guidance plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision.

### 2.2.1 Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical. However, individual pupils may well have needs which span two or more areas.

Communication and interaction	Speech, Language and Communication needs- Autistic Spectrum Disorder including Asperger's Syndrome and Autism
Cognition and Learning	Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
Social, emotional and mental	Behaviour reflecting underlying health difficulties: mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical	Hearing Impairment Visual impairment Physical disability Multi-sensory impairment

### 2.2.2 Levels of Provision

#### a) SEND Support

If a pupil has not made sufficient progress with quality first teaching and it is deemed that they need SEND support, a process of assessment, planning and review is set in place. In addition, outside agencies may be involved. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. Parents are encouraged to attend reviews and to play a full part throughout the process.

#### b) Education, Health and Care Plan

Only a very small proportion of pupils require an **EHC Plan**. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment, the needs of the pupil are assessed by a panel using detailed input from home, school and appropriate specialists. If an EHC Plan is given, it details the outcomes and amount of support to be put in place. The EHC Plan is reviewed annually by all involved in the pupil's support and amended according to changing needs. Within school, the class teacher, together with the SENCo and any outside agencies involved, take lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHC Plan and the

advice from outside agencies. The support is reviewed in line with the school review cycle (see below).

Parents are encouraged to attend reviews and to play a full part throughout the process.

### **2.2.3 Review**

Reviews of SEND pupils are normally carried out three times per year. Parents and pupils should be fully involved. Both will be asked to make their comments in writing.

### **Annual Reviews**

For pupils with an EHC plan, an Annual Review Meeting has to be held. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. It may set new long-term outcomes. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

## **2.3 CURRICULUM ACCESS AND INCLUSION**

Pupils are grouped in mixed age classes. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention programmes may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

## **2.4 EVALUATING SUCCESS**

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

- monitoring of classroom practice by the headteacher, SENCo and subject co-ordinators
- analysis of pupil tracking data and test results:
  - ✓ for individual pupils
  - ✓ for cohorts
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school



- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan, assess and review provision and celebrate success.
- surveys of pupil views and school council input

## **2.5 ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher. 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. The Oxfordshire Parent Partnership Service is available to offer advice (see C1 below).

## **SECTION 3: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **3.1 PARTNERSHIP WITH PARENTS**

The staff at Great Tew Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents 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 will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, 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 have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent review meetings will be held three times a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. Oxfordshire Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. SENDIASS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810516. Some of their leaflets are available in school.

A guide to SEND provision in Oxfordshire (The Local Offer) is available on the Oxfordshire website [www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-SEND](http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-SEND). Information about the school's SEND policy and provision is available on the school website.

### **3.2 THE VOICE OF THE CHILD**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. 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.

At Great Tew Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews
- talking to TAs and teachers about their learning
- class and individual reward systems

### **3.3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes our Inclusion Advisory Teacher (INCAT), outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes an Educational Psychologist and the Advisory Team for Inclusion. We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required.

### **3.4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

#### **3.4.1 Transfer and links with other schools**

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with an EHC Plan, the pupil's statement is amended early in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from secondary schools visit our school to meet pupils before transfer.

### **3.4.2 Transfer within the school**

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- the Foundation Stage teachers liaise with pre-school settings and staff to discuss pupils with SEND when they are about to start school

### **3.5 STAFF DEVELOPMENT AND APPRAISAL**

- the school is committed to constantly improving and updating expertise in SEND
- the SENCo attends the partnership SENCo support group's meeting and county briefings termly
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- newly appointed teaching and support staff meet the SENCo to discuss SEND procedures in the school.