

Wootton-by-Woodstock CE Primary School

Policy for SEND
2019

Definition of SEN

The schools in the ODST adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that;

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

A child has Special Education Needs if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age;
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school.
- **Additional provision means:**
- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)
- Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.
- Our school will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

This policy builds on the school's Inclusion policy which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our policy reinforces the need for teaching that is fully inclusive. The Governing Body and ODST will ensure that appropriate provision will be made for all pupils with SEN.

Aims and objectives

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision

- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2015, our school admissions requires children and young people with SEN to be treated fairly. No pupil will be refused admission to school on the basis of their special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

SEND Provision at Wootton-by-Woodstock Primary School

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in their 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 governing body in co-operation with the Head Teacher, 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, Natalie Mitchell-Boorne, the SEND governor, who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN 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. If this is not possible an alternative equivalent activity/opportunity/experience is provided.
- they report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the Special Educational Needs Code of Practice (2015).
- parents are notified if the school decides to make SEN provision for their child.

- 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.

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

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

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- the deployment of all special educational needs personnel within the school
- ensuring that an agreed, consistent approach is adopted

The **SENCO** (who is also the Head Teacher) and assistant SENCO Julia Chapman have responsibility for:

- overseeing the day to day operation of this policy in partnership with the class teachers and TAs
- co-ordinating provision for children with special educational needs in partnership with class teachers and TAs
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- overseeing the records on all children with SEN in partnership with the class teachers
- liaising with parents of children with SEN in conjunction with class teachers and other SEN staff
- Contributing/leading to the in-service training of staff
- liaising with external agencies including the LAs support and educational psychology services, Early years providers, other schools, health and social services and voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- managing TAs in partnership with the class teachers
- Working with the Head of School and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Class teachers are responsible for:

- including pupils with SEN in the classroom and for providing an appropriately differentiated curriculum. They can draw on colleagues for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN
- managing TAs
- creating outcomes plans for the SEN children in their class and reviewing these regularly with the child, parents/carers
- tracking the provision allocated to SEN children and evaluating its impact
- contributing to case studies of specific children to enable the school to evaluate progress and impact of SEN support over a longer period of time.

Teacher Assistants work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Outcomes Plans and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Co-ordinating and Managing Provision

At Wootton-by-Woodstock Primary School:

- Sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- The SENCO ensures that regular meetings with parents/carers are held, normally once a term to review Outcomes Plans and provision
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- Pupils and parents/carers are involved as far as practicable 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 list of children receiving SEN support
 - an overview of SEN provision from the school prospectus
 - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff

- Class teachers will keep a SEN file for each pupil in the class on SEN support containing copies of the pupil's initial identification forms, outcomes plans and other relevant information. These will be kept securely in the office.

Specialisms and Special Facilities

At Wootton-by-Woodstock Primary School:

- All teaching staff are experienced teachers who are able to teach pupils with SEN. 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; resources are easily accessible in each classroom
- 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 been partially adapted to provide easy access for wheelchairs. Further adaptations will be made as premises development takes place.

Identification, Assessment, and Provision

Allocation of Resources

All schools in Oxfordshire receive funding for pupils with SEN in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO
- the notional SEN budget that funds the additional support required
- specific funds that are allocated to pupils with an EHCP
- the specialist or personalised offer - top up funding provided on a per-learner basis.
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The Headteacher/SENCO and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on both the school's SEN budget and further funds provided by donors. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources for pupils with SEN. This school follows LA and ODST guidance to ensure that all pupils' needs are appropriately met.

Identification and Assessment

The school follows the 2014 SEN Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. It recognises two levels of provision, SEN support and an Education, health and care plan (EHCP) for those with the most complex needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. The Oxfordshire age/stage specific initial identification forms are used to further support teacher judgements.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed then placed on the School SEN register at the SEN Support stage. Parents are consulted before this decision is made. The SEN Code of Practice recognises four broad areas of need:

Communication and interaction needs (C&I)

Cognition and learning needs (C&L)

Social, emotional and mental health needs (SEMH)

Sensory and/or physical needs

<i>Code of Practice needs</i>	<i>Subdivisions</i>
Communication and interaction needs	
Cognition and learning needs	Learning needs (LD) Specific Learning Difficulties (SpLD) (KS1 onwards)
Social, emotional and mental health needs	
Sensory and/or physical needs	Hearing impairment (HI) Visual impairment (VI) Multi-Sensory Impairment(MSI) (Foundation years) Physical difficulties (PD)

Levels of Provision

SEN support

If a pupil requires additional and different support and meets the moderation criteria then SEN support is put in place. Outside agencies may be involved. This is often the school's Educational Psychologist, but may be one of a range of other 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. An Outcomes Plan is written by the class teacher with support from the SENCO and should reflect any advice given by the outside agencies and the views of the parents and children. It is reviewed every term. Parents are invited to reviews and encouraged to play a full part in the process.

EHCP

Only a very small proportion of pupils require a EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention the pupil remains a significant cause for concern. An EHCP may also be requested by a parent or outside agency. An EHCP will normally be provided where, after an Educational Health Care Needs Assessment the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request does not inevitably lead to an EHCP.

Review

Reviews of pupils on SEN support are normally carried out near the beginning of each term. Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Normally, TAs are invited to provide input prior to the meeting. Copies of the review form are sent to all parents, particularly those who are unable to attend.

Annual Reviews

For pupils with an EHCP, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original plan, are invited to attend or submit a written report. Pupils who may be at risk of not progressing towards the five Every Child matters priority outcomes without the intervention of additional services may be assessed under the Early Help Assessment/Team Around the Family (EHA/TAF). This will take place only with the consent of parents / guardians. An EHA can help professionals to work with a child and their family to identify what their needs are and enables a variety of different agencies and practitioners to work together to promote a child's welfare and safeguard them from harm.

Curriculum access and provision

Pupils are grouped into 3 classes, Reception and year 1, Year 2 and Year 3 and Years 4,5,6. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, setting high expectations for every pupil, whatever their prior attainment.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted and additional support provided. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually or in a small group, with a TA, the SENCO or volunteer in order to acquire, reinforce or extend skills more effectively. For some pupils, precision learning sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified. Provision is recorded on the Individual or group Provision Tracker. Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Evaluating success

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

- monitoring of classroom practice by the SENCO and subject leaders
- evaluating the impact of provision on the Individual Provision tracker
- analysis of pupil tracking data and test results:

for individual pupils

for cohorts

- value-added data for pupils on SEN support
- termly monitoring of procedures and practice by the SEND governor
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy
- the school's annual SEN 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 ODSST 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 discuss Outcomes plans and targets, revise provision and celebrate success.

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. 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/ Head teacher. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school. The school can be contacted on 01993 811520. The school governor with responsibility for SEN Natalie Mitchell-Boorne can also be contacted via the school office.

In the event of a formal complaint parents are advised to follow the school's complaints procedure – see the complaints policy on the school website

<http://www.wootton-woodstock.oxon.sch.uk/wordpress/policies/>

Partnership Within And Beyond The School

Partnership with parents

The school aims to work in close partnership with parents and carers, continuing 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.

There are formative parent consultation meetings held twice a year, early in the Autumn term and again in the Spring term. Outcomes plans are reviewed termly with parents and the child. Parents are also welcome to arrange meetings at other times to

discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

The SEN, Disability Information, Advice and Support Service (SENDIASS) offers support to parents and to the young people themselves. They can be contacted on 01865 810516 or <https://www2.oxfordshire.gov.uk/cms/content/contact-sendiass-formerly-parent-partnership>

Oxfordshire's SEN local offer can be accessed at:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

There is also information here concerning appeals, complaints, disputes and mediation and information on other support services.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.

You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<http://preview.tinyurl.com/ovg4so3>

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 practice making choices, will be more secure and effective pupils during the school years.

We encourage pupils to participate in their learning by:

- contributing to reviews and targets
- talking to TAs and teachers about their learning
- contributing to lesson planning
- providing opportunities for personalised learning
- class, school and individual reward systems

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 the Early Years SEN team, the Educational psychologists, The Special Educational Needs Support Service the Oxfordshire School Inclusion service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. 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. Other ODST schools may also have expertise to help with provision and aid pupils' learning.

Links with other schools and transfer arrangements

Transfer and links with other schools

- SEN records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEN 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 EHCP, the pupil's EHCP 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 Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools concerned
- the SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named
- Representatives from The Marlborough School visit our school to meet pupils before transfer.

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

There are close links between the school and pre-school environments; the Early Years co-ordinator meets with appropriate 'other adults' to discuss pupils with SEN when they are about to start school

SMSC

The school curriculum includes many opportunities to enhance learning experiences and enable all pupils to gain a deeper understanding of times, places and cultures other than their own. It provides opportunities to develop the whole child:

Socially: To understand how people with different needs live their lives, what is important to them and what affects them. To work in groups or pairs co-operatively showing an understanding and sensitivity for the different needs of people within the group.

Morally: To develop a sense of understanding of people with different needs. To evaluate opinions and values of others to those with learning needs and disabilities.

Spiritually: To reflect on and explore the potential of all people and how we relate and respond to those around us who may have very different needs to ourselves.

Culturally: To develop multicultural awareness, sensitivity and respect for those from cultures different to their own, whose needs may be met in ways different to that which they are familiar with.

Continuing Professional Development

All adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. Recent course undertaken are recorded in staff CPD records.

- the SENCO, when possible, attends network meetings. Information from every network meeting is always sent to school and is shared with all staff

- 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 SEN procedures in the school.

Equality and Access

All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, sexual orientation, age, ability or disability, opinion or family background.

Texts are provided to represent a range of cultures and access to learning is provided at an individual level through differentiated teaching and learning strategies. We recognise potential differing language experiences of pupils at home and in the wider community and make use of additional support such as EAL and speech therapy when appropriate.

See Equality and Access Policy

Health and Safety

Please see Health and Safety Policy.

This policy needs to be read in conjunction with the school’s policies on Inclusion, PSHE, Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Transition, Admissions Arrangements and Equality.

Agreed: December 18	Person Responsible: Julia Chapman
Head _____	
Governors _____	To be Reviewed: December 2019

