Special Educational Needs & Disabilities Policy

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SECTION A: School and Childcare Arrangements

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 and objectives:

The Governors and staff of Cropredy C of E Primary 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.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' Special Educational Needs (SEND).
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

2. Roles and responsibilities

Provision for pupils with Special Educational Needs (SEND) is a matter for the school and childcare as a whole.

Eynsham Partnership Academy

The Trustees have overall responsibility and ultimate decision making authority for all of the work of the EPA. However, they discharge their duties in respect of pupils with SEND to the Governors and Headteacher of the Eynsham Partnership Academy schools.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative(s) from the governing body (Alice Detre & Emma Harper) is actively involved in self-review (with the Headteacher and SENCo) of the provision for children with special needs and implementation of the policy within the school.

Special Educational Needs Co-ordinator

The Special Educational Needs Coordinator (SENCo) is Miss Katie Godsell.
They work closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with Special Educational Needs. The SENCo oversees the monitoring, provision, attainment and progress of SEND Pupils.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions ensuring they are linked to classroom practice.

3. Co-ordinating and managing provision

The Headteacher and SENCo meet frequently to discuss SEND issues.

The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and pupil progress meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. Where there is a concern that parents need extra support the SENCo may make a referral to an external agency such as the Locality and Community Support Service (LCSS). If the situation becomes more worrying, the Early Help assessment form will be completed so that a TAF process would be used to identify areas for change and engage support from other professionals.

4. Admission arrangements

The 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 special educational needs, in accordance with the Eynsham Partnership Academy Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan (EHCP) subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5. Specialisms and special facilities

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the pupils individual SEND Folder. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENCo and Governor with responsibility for special needs liaise regularly to discuss provision within the school for all children with SEND.

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: Identification, Assessment and Provision

1. Allocation of resources

All schools within the Eynsham Partnership Academy receive funding for pupils with SEND in three main ways:

- *The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.*
- *The notional SEND budget (element 2 funding) covers the additional educational support required.*
- *Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.*

The School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. It provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

2. Identification, assessment and review

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The Oxfordshire Local Authority SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

• Communication and interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder including Aspergers and Autism
• Cognition and Learning:	Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
• Social, emotional and mental health difficulties:	Behaviour reflecting underlying 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

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

3. Curriculum access and inclusion

Cropredy C of E Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

4. Evaluating success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- Monitoring of classroom practice by SENCo and subject leaders
- Analysis of pupil tracking data and test results – for individual pupils
  – for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND Governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

5. Complaints procedures

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

1. Staff Development

Cropredy C of E Primary School is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, EPA SENCo meetings and TA group meetings, attendance at County Inclusion meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions if appropriate. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

2. Links with other agencies, organisations and support services

The school and childcare are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.
The SENCo holds contact addresses and request forms for other agencies and support services.

3. Partnership with parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings which take place three times a year. Children with a statement or Education, Health and Care Plans have an annual review which evaluates progress made according to the objectives set out in their plan. Paperwork recorded in these meeting is sent to the Local Authority. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

4. The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In the school we encourage pupils to participate in their learning by being present for at least part of review meetings if appropriate, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

5. Transfer arrangements

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of

transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

6. Monitoring and review

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.