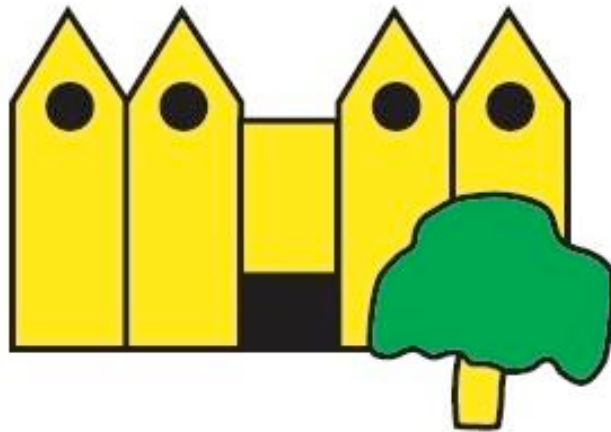


West Oxford Community Primary School



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Special Educational Needs Policy

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A School arrangements

A1 DEFINITION AND AIMS

Definition

This policy has been updated in line with the SEN and Disability Reforms introduced in September 2014.

This school provides a broad and balanced curriculum for all children. The EYFS & National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age, or a disability that makes it hard for them to access facilities within the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

We, at West Oxford Primary School, believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. West Oxford Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to achieve 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 identify, assess, record, and regularly review pupils' progress and needs;
- to enable school to create an environment that meets the special educational needs of each

child;

- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- to involve parents/carers in planning and supporting at all stages of their pupil's development;
- to work collaboratively with parents, other professionals and support services;
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- to ensure that our children have a voice in this process.

Through correct curricular provision we ensure that;

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
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A2 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 Headteacher and staff in co-operation with the governing body, has the responsibility for determining the policy and provision for pupils with special educational needs. The governing body maintains a general overview and has appointed a representative (the SEN governor, see appendix) who takes particular responsibility in this aspect of the school.

Governors must ensure that:

- there is a named governor to have responsibility for the implementation of the SEND policy.
- they are involved developing and monitoring the SEND policy.
- they have up to date knowledge about the school's SEND provision, including funding.
- they know how equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- financial resources are available to carry out the SEN policy.
- the quality of SEND provision is continually monitored
- the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- they liaise with the Headteacher and staff
- when appropriate, they report annually to parents on the implementation of the SEND policy and any changes during the school last year.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

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

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- advising on a graduated approach to providing SEND support, ;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up pupil profiles, planning 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
- maintaining the school's SEND register and SEND records;
- assisting in the 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;
- strategically managing teaching assistants alongside the Headteacher and phase leaders ;
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other;
- taking part in County SEND moderation.

Class teachers are responsible for:

- providing tailored support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Identifying the Special Educational Needs of individual children in their class at the appropriate Key Stage.
- knowing which pupils in their class are on the SEN Register and at what stage.
- maintaining a SEN file for their class reflecting this information for each individual child and copies of relevant profiles and documents.
- ensuring that outcomes are reviewed with the parents (and child if appropriate) at least three times a year.

- providing a profile for pupils receiving SEN support or who have an Educational Health Care Plan, showing the strategies adopted towards the long-term outcomes and reviewing these termly.
- ensuring TAs are supporting pupils in their class, as directed.
- ensuring that the Head teacher and other colleagues are aware of children's needs.
- providing learning experiences which are appropriate to the needs of the child.
- attending appropriate INSET and courses.

Class teachers can draw on the SENCo for advice on assessment and strategies to support inclusion

Teaching 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 IEPs and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

Teaching assistants should:

Carry out activities and learning programmes planned by the class teacher and the SENCo.

- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At West Oxford Primary School:

- sharing of expertise is welcomed and encouraged;
- Special Educational Needs is a part of the school development plan
- the SENCo meets formally with teaching assistants weekly to review progress, give advice and monitor the placement of TA support throughout the school;
- pupils are involved as far as practicable in discussions about their targets and provision;

A4 ADMISSION ARRANGEMENTS

West Oxford 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 SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement, 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.

A5 SPECIALISMS AND SPECIAL FACILITIES

At West Oxford Primary School:

- all teaching staff are qualified 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 West Oxford Primary and 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 adapted to provide easy access for wheelchairs, including toilet and washing areas

B Identification, assessment and provision

B1 ALLOCATION OF RESOURCES

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

- 1 The base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo.
- 2 The notional SEN budget (Element 2 funding) that funds the additional support required.
- 3 Specific funds that are allocated to pupils with EHCPs.
- 4 Other specific funds e.g. Pupil Premium

The headteacher, SENCo and the SEN governor 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 the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

West Oxford Primary School follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The 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 within the continuum: SEN support and an Education and

Health Care plan. The handbook entitled, 'Identifying and Supporting SEN in Oxfordshire School and Settings' is used to decide the appropriate level of provision. Where a high level of support is required, an EHCP may be applied for. Pupils granted an EHCP will be regularly monitored and a annual review held to which parents, the child and professional s involved will be invited. The Oxfordshire SEN Handbook offers further guidance on provision.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may 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.

Code of Practice needs	Categories
Communication and interaction	Speech, language and communication needs. Autistic spectrum disorder (ASD) including Asperger's 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 impairment Multi-sensory impairment

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and/or ability. 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, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal 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 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.

B4 EVALUATING SUCCESS

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

- monitoring of classroom practice by the SENCo and subject co-ordinators;
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
 - Vulnerable groups
 - Variety of different groups
- termly monitoring of procedures and practice by the SEN governor;
- Pupil progress review meetings
- 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 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 review progress, plan outcomes, revise provision and celebrate success.

B5 ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form 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 or Headteacher. 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 or at the end of the day.

In the event of a formal complaint, parents are advised to contact the headteacher and she will refer to the Complaints policy procedures. The Oxfordshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership within and beyond the school

C1 PARTNERSHIP WITH PARENTS

The staff at West Oxford 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 consultation meetings are held twice a year in the autumn and spring terms, 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. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service and the East Oxford Hub.

A guide to SEN provision in Oxfordshire (The Green Pack) is available in school, plus the school's SEN Policy, information about the Code of Practice, the SEN Tribunal and how to contact the Local Education Authority. Parents are welcome to request any of these publications.

C2 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.

In West Oxford Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to teaching assistants and teachers about their learning;
- class and individual reward systems.

C3 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 encompasses outreach advisors from language and communication bases, the Sensory Support Service, occupational therapists, physiotherapists, educational psychologists, the Family Liaison and Outreach worker and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by professionals. Other health, social services, and voluntary organisations can be contacted as required.

C4 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 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 EHCP, the pupil's statement 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 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 Matthew Arnold School visit our school to meet parents and 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 the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school.

C5 STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to gain expertise in the area of SEN.
- There are training sessions when appropriate for Teaching Assistants e.g. Phonics, Inclusion Development Programme
- The SENCo attends the partnership SENCo Inclusion Briefing termly meeting.
- 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.
- The SENCo and other staff attend County meetings and INSET when relevant.
- Newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach.

West Oxford Primary School has adopted the Oxfordshire Dyslexia Policy. The school's policy for Intimate Care and policy for Gifted and Talented should be referred to alongside this policy.