



## **1.0 GUIDING PRINCIPLES**

### **1.1 Vision and Philosophy:**

At Wroxton C E (A) Primary School our vision is to inspire all children to achieve their full potential; fostering a sense of hope, aspiration and respect within a nurturing environment, inclusive of home, school, the community and the church, where learning is celebrated in all its forms.

We provide an inclusive, broad, balanced, relevant and challenging curriculum for all children, including those with Special Educational Needs and Disabilities (SEND). Teachers set differentiated learning challenges and respond to children's diverse learning needs. A range of strategies are used to maximise achievement and remove barriers to learning.

There will be some children who require more support than others throughout their school career or for a short period of time (temporary need). Such children may need additional or different help from that given to peers of the same age.

This policy ensures that curriculum planning, intervention and assessment programmes are specifically tailored to the type and extent of the difficulty experienced by a child who has SEND.

### **1.2 Definitions:**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, some children will need educational provision that is **additional** and/or **different** from this. This is termed as 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 he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age; or b) 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 (ref. Special Educational Needs Code of Practice 2014, paras xi-xii).

Please note, our School also believe more able, gifted and talented children require special educational provision and we strive to ensure that the needs of these children are provided for through our More Able Register.

## **1.2 Aims and Objectives:**

The aims and objectives of this policy and the Schools' SEND provision are to:

- Provide an inclusive, broad, balanced, relevant and challenging curriculum for all that facilitates progression in learning
- Create a safe, secure, supportive environment that promotes confidence, success and achievement. We value the many and varied talents of our children, and encourage them to recognise these in themselves and others
- Give all children with SEND equal opportunities to take part in all aspects of school life
- Facilitate early identification, intervention and provision to support children with SEND
- Ensure that pupil needs are regularly assessed, monitored and reviewed, and next learning steps are identified
- Promote collaborative working relationships between school staff, parents/carers, support services and other professionals, including our designated Educational Psychologist
- When appropriate, enable the children themselves to be involved in the evaluation and/or assessment of their progress and the target setting process
- Ensure that the responsibility held by the Governing Body and all staff for SEND is implemented and maintained

## 2.0 ROLES AND RESPONSIBILITIES

Provision for children with SEND is the responsibility of the *Governing Body*, Headteacher and **all staff** within the school. It is a Class Teacher's responsibility to provide appropriate support for children 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 the identification, assessment and provision of targeted support for children with SEND. This is facilitated by the **Special Educational Needs Co-ordinator (SENCo)** and takes place in partnership with parents, support services and other professionals (as appropriate).

### 2.1 Governing Body:

In collaboration with the Headteacher, the *Governing Body* has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative (Mrs Sue Neal) whose role it is to facilitate and monitor the development of SEND as a key priority within the School. The *Governing Body* ensure that:

- All staff are aware of the importance of early identification and timely, appropriate and effective provision for children with SEND
- Children with SEND are able and encouraged to participate in all aspects of school life, so far as is reasonably practicable
- Appropriate staffing and funding arrangements are in place
- The quality of SEND provision is regularly monitored
- Parents are notified if the school decides to make SEND provision for their child and opportunities are available for them to discuss planned support
- They raise awareness of the School's SEND policy and the success of its implementation through the *Governors' Annual Report to Parents*. This will include reference to the analysis of pupil tracking data to determine pupil progress (for individuals and groups of children) and the effectiveness of SEND provision across the School

- They have regard to the requirements of the Special Educational Needs Code of Practice 2014.
- They are fully informed about SEND issues, so that they can play a influential part in the School self-review process, including the SEF (School Evaluation Form) and School Improvement Plan (SIP)

## **2.2 The Headteacher:**

The Headteacher is responsible for:

- The management of all aspects of the School's work, including provision for children with SEND
- Keeping the Governing Body informed about all SEND issues within the School
- Working closely with the SENCo, for example with regard to liaison with support services and other professionals
- The deployment of all SEND personnel within the School

The Headteacher also has overall responsibility for monitoring and reporting to the Governing Body about the implementation of the School's SEND Policy and the effect of inclusion programmes within the school as a whole (ref. the School Inclusion Policy).

## **2.3 The SENCo:**

The SENCo is responsible for overseeing the day-to-day operation of the school's SEND Policy. To this end, his/her role is to:

- Co-ordinate the provision for pupils with SEND, ensuring that an agreed, consistent approach is adopted across the school
- Exercise a key role in assisting the Governing Body and Head teacher with the strategic development of SEND policy/provision
- Work with Class Teachers, Teaching Assistants, support services and parents/carers to identify pupils with SEND in a time efficient manner

- Support all staff in understanding the needs of children with SEND and ensure the priority areas for the development of SEND are reflected in the school development plan
- Monitor progress of targets for pupils with SEND, evaluating the effectiveness of teaching and learning through observation, work analysis and scrutiny of existing school assessment data, and using these analyses to set targets to raise attainment
- Devise intervention programmes and advise on appropriate resources and materials (and their use) for children with SEND.
- Help to ensure effective and transparent liaison between Class Teachers and parents/carers of pupils with SEND, in order to promote a partnership approach
- Work with outside agencies, arranging meetings and providing a link between these agencies, Class Teachers and parents/careers
- Maintain the school's SEND register and SEND records
- Contribute to the in-service training of staff, disseminating good practice in SEND across the school
- Work closely with SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to another
- Keep up to date with the latest legislation, initiatives and research on SEND
- Work with the Governing Body, Headteacher, Class Teachers and Teaching Assistants to ensure all children's learning is of equal importance and that realistic expectations have been agreed

#### **2.4 Class Teachers:**

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated, challenging and progressive curriculum

- Being proactive in seeking advice from the SENCo on identification of SEND, assessment and strategies to support inclusion
- Familiarising themselves with the School's SEND Policy and procedures for identification, monitoring and supporting children with SEND
- Managing individual and group provision carried out by Teaching Assistants for children in their class
- Giving feedback to parents of pupils with SEND, including as part of the review process for Pupil Profiles or Education, Health and Care Plans (EHCP)
- Devising and carrying out a SEND timetable which highlights and identifies when interventions will take place for children in their class
- Maintaining their class SEND file as a working document

## **2.5 Teaching Assistants (TAs):**

TAs work closely as part of a team with Class Teachers and the SENCo. Their role includes supporting children's individual needs and facilitating the inclusion of pupils with SEND in the classroom setting, enabling them to have access to the whole curriculum. They play an important role in implementing Pupil Profiles and EHCP, and monitoring progress. TAs may also contribute to review meetings. They must:

- 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 Class Teachers about pupils' responses to tasks and strategies

## **3.0 IDENTIFICATION, ASSESSMENT AND PROVISION**

### **3.1 Identification:**

All our children are assessed when they join Wroxton C of E (A) Primary School and at regular intervals during their time with us. The progress of all children is tracked on a termly basis through a range of whole school assessment procedures. The school identifies SEND as early as possible by gathering

evidence through observations, assessments, written records and liaison with parents/carers. Detailed descriptors are also used to inform assessments and ensure judgements are accurate.

Children's needs and requirements fall into four broad areas (see below), 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.

1)	Communication and interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder including Aspergers and Autism
2)	Cognition and Learning:	Learning difficulties Specific Learning Difficulties, e.g. dyslexia, dyspraxia, dyscalculia
3)	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
4)	Sensory and/or physical:	Hearing Impairment Visual impairment Physical disability Multi-sensory impairment

### 3.1.1 Initial Action:

Where a child's progress is identified as a cause for concern, the first response is high quality targeted teaching within the classroom. Slow progress and/or low attainment do not necessarily mean that a child has SEND. All staff working with a specific child will be alerted to their emerging needs. The Class Teacher will observe and monitor progress within the classroom context over a period of time (usually up to six weeks). During this period of time, termed 'Initial Action', targeted teaching approaches will be used which focus on the area(s) of concern. Class Teachers will also complete an age/stage specific initial identification form, together with need-based detailed descriptors.

If SEND is clearly identified, the school will then follow two 'school-based' stages: 1) Special Needs Support (Pupil Profile); and 2) EHCP. These stages incorporate a continuous cycle of planning, intervention, evaluation and review. The individual pupil will be consulted, as appropriate, taking into account his/her level of maturity and understanding. Parents/carers will be consulted and informed throughout the process.

### **3.1.2 Special Needs Support - Pupil Profile:**

When a child is identified as needing specific SEND support, the school employs a graduated approach of 'Assess-Plan-Do-Review', adopting the recommended model for Special Educational Needs as set out in the Special Educational Needs Code of Practice 2014. At Wroxton CE (A) Primary School we also refer to Oxfordshire County Council's guidance, *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*. A Pupil Profile may be deemed necessary when a child:

- Makes little or no progress even when teaching approaches are targeted to focus on their identified area(s) of need
- Displays a continuing difficulty in developing Literacy or Numeracy skills, which results in poor attainment in some curriculum areas, i.e. significantly below the expected level for their age
- Presents persistent emotional and/or behavioural difficulties which need specific intervention
- Has sensory, physical, interaction or communication problems and continues to make little or no progress despite the provision of specialist equipment

The Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress. Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may involve other professionals from outside the school. The information gathering process will include early discussions with the pupil and their parents/carers, so both parties are fully involved.

A Pupil Profile is prepared by the Class Teacher with support from the SENCo. This is a working document that is used to:



- a) Enable the child to have a voice - to have their strengths and what is important to them as an individual acknowledged
- b) Help parents/carers share their knowledge and expertise on how best to support their child
- c) Capture important information to enable teachers to personalise learning
- d) Inform person-centred action planning and target setting. This can make outcomes and targets more meaningful and relevant to the young person
- e) Share information between school staff, professionals and specialists

The Class Teacher and designated TA(s) implement the targets and progress is reviewed termly. There is increased curriculum differentiation and a separate programme of work may be drawn up to achieve the Pupil Profile targets. Either in-class or withdrawal support is provided as appropriate. When a child is withdrawn from the class situation it is for a planned length of time and with the aim of successful reintegration.

The SENCo is responsible for monitoring and reviewing SEND provision and pupil progress. A child may no longer need a Pupil Profile if their progress is good and targets are consistently met.

### **3.1.3 Education, Health and Care Plan (EHCP):**

Where a child's needs are considerable and there is little progress despite receiving an individualised programme and/or concentrated support, the decision may be taken to request an EHCP assessment by the Local Authority. This process involves presenting detailed records of the schools' provision and its impact for their consideration. Parents/carers are fully involved in the process and have the opportunity to contribute to the report submitted. Only a very small proportion of children will require an EHCP. These children are likely to have severe or complex needs that require more specialist advice and support.

## 4.0 MONITORING AND EVALUATION

The SENCo supports Class Teachers in reviewing Pupil Profiles and EHCP, and setting new targets. The SENC also liaises with TAs who support children with SEN, and monitors the quality of the interventions delivered through a timetable of formal observations.

The SENCo regularly meets with the SEND Governor to evaluate pupil progress and discuss any issues that have arisen. 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 (including book scrutiny)
- Analysis of pupil tracking data (formative and summative assessments) for individual pupils and for cohorts
- Evaluation of value-added data for pupils on the SEND Register (reviewing progress made from Foundation Stage to the end of Key Stage One, through to end of Key Stage Two)
- Termly monitoring of procedures and practice by the school Governor with responsibility for SEND
- School self-evaluation processes, including the Special Educational Needs Audit, Accessibility Audit, SEF (School Evaluation Form) and School Improvement Plan (SIP)
- The SEN Annual Report to Parents, which contains information relating to the School's SEN provision and pupil progress
- The school's annual SEND Review, which evaluates the success of our policy and sets new targets for development
- Visits from the LEA and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- Review meetings with parents/carers and staff, both formal and informal, to plan targets, review/revise provision and celebrate successes

- Voice of the child interviews, dialogue and Pupil Profile comments
- The annual questionnaire to parents

## **5.0 CURRICULUM ACCESS AND INCLUSION**

The School recognises the wide diversity of children within our school community and embraces this diversity as a rich resource to enhance the learning and understanding of all its members. We encourage all our students, including those with SEND to take a full and active part in the life and work of the school.

For some curriculum subjects, the children are grouped within their class according to ability although we recognise the benefits of mixed ability teaching and learning. All Class Teachers provide a differentiated curriculum to ensure access at all levels. Any children with particular needs are included as fully as possible into the classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child sensitively, to work individually with a TA, specialist teacher or the SENCo in order to acquire, reinforce or extend skills more effectively. Withdrawal programmes are normally time-limited.

Provision for students 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, including social, emotional and behaviour skills. For further information, please refer to the Schools Access Plan and Inclusion Policy.

## **6.0 ALLOCATION OF RESOURCES**

SEND resources are allocated and utilised within the School according to need. The resources available include ICT and other materials, specialist teacher time and input from a range of professionals (e.g. our designated Educational Psychologist, Special Needs Advisory Support Teacher, and Speech and Language Therapist). The school has a continuing commitment to review resources within School and to identify new resource opportunities as and when possible. Wroxton CE (A) Primary School follows Local Authority guidance to ensure that the needs of children on our SEND Register are appropriately met.

## **7.0 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **7.1 The Voice of the Child:**

Where possible all children on the SEND Register will be involved in discussing their learning and identifying new targets. The aim of this is to give the child the opportunity to make choices and for it to be recognised/acknowledged that their views are important. Children who know that their opinions will be valued are likely to have greater confidence and will be more effective learners. We encourage children with SEND to participate in their learning by:

- Encouraging them to regularly reflect upon their in-class work, with reference to marking commentary
- Creating opportunities for them to talk to Class Teachers and TAs about their progress and next steps
- Having designated time for pupil conferencing
- Providing access to pastoral support
- Using a range of in-class and whole-school reward systems to promote positive behaviours and celebrate successes
- Access/involvement in an active School Council
- Providing additional training and development for Teachers and/or Teaching Assistants, as required

### **7.2 Partnership with Parents/Carers:**

Effective home-school links are an essential part of the support arrangements for a child with SEND. At Wroxton C E (A) Primary School, we positively encourage parents/carers to be partners in the education process. Review meetings will take place once every two terms (three times a year).

Parents/carers will receive accurate and up-to-date information when they meet with Class Teachers, so that they have a full picture of their child's skills and abilities, as well as their learning needs and targets.

Parents/carers are welcome to arrange meetings with their child's Class Teacher, the Head teacher or SENCo at other times to discuss any aspect of their child's progress. The school may also request additional meetings as necessary. Parents/carers will be consulted before external agencies are involved and are included as far as possible in any SEND strategies that are instigated for their child. Parents/carers have the right to access records of their child's progress and are also encouraged to contribute to these records.

### 7.3 Transition and Communication:

At the end of each school year Class Teachers meet to share and pass on essential information and records about children with SEND. If a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer. Similarly information is sought from previous schools for new children joining Wroxton C E (A) Primary School.

## 8.0 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, whom the Headteacher, SENCo and/or Class Teacher will liaise with in relation to a child with SEND as appropriate. We endeavour to foster close working relationships with all external services and professionals, and are committed to incorporating this expertise and the advice offered into our work with the children.

### 8.1 External Agency Contact List:

Please find below a list of the services we currently have access to. Other health, social services, and voluntary organisations will be contacted as a need arises.

<b>Service</b>
Autistic Service Outreach Teacher Behaviour Support Service
Child Adolescent and Mental Health Service (CAMHS)
Consultant for Inclusion (SEN)
Educational Psychology Service
Education Social Worker
Hearing Impairment Service
Home School Community Link Worker
ICT Advisory Service
Language and Communication Therapy (LACAT)
Occupational Therapy
Parent Partnership Service
Physical Disability Service
Physiotherapy Service
Play Therapist

Primary Child Adolescent and Mental Health Service (PCAMHS)
School Nurse
Speech and Language Therapy
Social Services
Special Needs Advisory Support Teacher (SNAAT)
Visual Impairment Team

## 9.0 PROCEDURE FOR COMPLAINTS

The school has a standard complaints procedure. If a parent/carer has a concern about SEND provision the first point of contact should be the Class Teacher who may refer the query to the SENCo. If the situation cannot be resolved it will then be referred to the Headteacher. If this does not bring a satisfactory conclusion the complaint will be heard by a panel comprised of members of the Governing Body.

## 10 RELATED POLICIES:

- Able, Gifted and Talented Pupil Policy
- Accessibility Policy and Plan
- Access To Education for Pupils with Medical Needs Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- Oxfordshire Dyslexia Policy

## 11 USEFUL WEB LINKS:

If you would like impartial advice from Oxfordshire's Parent Partnership Service, please contact: <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN, these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Please click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read via the following link:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

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