

The Blake C.E. Primary School

Special Educational Needs Policy

Definition

A pupil has Special Educational Needs or Disabilities (SEND) if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning, or displays behaviour that might prohibit learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is *additional to* or otherwise *different* from that which is made generally for pupils of the same age. This policy should be read in conjunction with the Disability Equality Policy and the Access Plan.

Aims

At The Blake School we work to promote positive attitudes and to put in place facilities and resources to wherever possible minimise the effects of disability and disadvantage. We are committed to working towards equality for everyone in our School and to fostering an inclusive School environment which meets the varying needs of all learners. In addition we endeavour to meet the specific needs of all people coming into our School such that disability and disadvantage are not obstacles to access or full participation. 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. The Blake 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 experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service

- to ensure that the responsibility held by all staff and governor for SEND is implemented and maintained.

The Blake Primary School has adopted the Oxfordshire Dyslexia Policy. The school also has its own guidelines on provision for pupils experiencing dyslexic type difficulties. These can be accessed on request from the school office.

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 **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative, 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 SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the effective learning of other pupils
- they report to parents on the implementation of the school's SEND policy through the Governors' newsletter to parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEN issues within the school.

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

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

The **headteacher** has responsibility for:

- Setting up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND, in conjunction with SENCO

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

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
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets 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
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- 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 QCA tests, SATs, etc
- contributing to the in-service training of staff
- 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:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion

- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Teaching Assistants (TAs) work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEND 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 SEND
- give regular verbal feedback to teachers about pupils' responses to tasks and strategies.
- where necessary, attend SEND review meetings and give feedback on progress and contribute to setting targets.

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They meet with the deputy headteacher regularly to discuss behaviour management issues and other training needs.

CO-ORDINATING AND MANAGING PROVISION

At The Blake Primary School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- SEND is an item on every staff meeting agenda or the main item of a meeting
- the SENCo meets formally with TAs every four to six weeks to review progress
- the SENCo ensures that regular meetings are held, normally once every two terms, to review IEPs and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils 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 SEND register
 - an overview of SEND provision from the school prospectus
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - a class SEND file giving the names of all pupils in the class on the SEN register, and copies of the pupil's IEPs, moderation descriptors and other relevant information.

ADMISSION ARRANGEMENTS

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

SPECIALISMS AND SPECIAL FACILITIES

At The Blake Primary School:

- The SENCo is a qualified, experienced teacher who has successfully completed The National Award for SENCo Coordination gaining a post Graduate Certificate in Advanced Special Educational Needs practice.
- 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 the SEN Resources cupboard, in each classroom and from the SENCo's office.
- 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
- Support for pupils 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 in place an Access Plan which is reviewed regularly.

Identification, Assessment and Provision

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN:-

- the delegated SEND budget (the SEND Index) funds for all SEND provision to include additional top - up funding for particular identified pupils.
- other specific funds e.g. Standards Fund allocations, Children's Fund.

The headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include Teaching Assistant help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment, Education Health Care Plans (EHCP) or additional top up funding is spent according to the priorities

outlined in the outcome planning section of such plans. The School has a continuing commitment to purchase appropriate resources for pupils with SEND.

The Blake Primary School follows guidance, as given in 'Identifying and Supporting SEN in Oxfordshire schools and settings', to ensure that all pupils' needs are appropriately met. When a pupil is identified as having SEN our school takes action to remove barriers to learning and put effective SEN provision in place.

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 broad levels of provision within the continuum: SEN Support and Education Health Care Plan (EHCP.)

The school uses the Oxfordshire 'Guidance for Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' (2014) to identify, assess and plan provision for each pupil at SEN Support level. A register is kept of pupils with SEND and circulated to classteacher. Where concern is initially expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. A Pupil Profile is completed as a first step for supporting any pupil needing additional or different support within school. The Pupil Profile outlines strengths, analysis of need and planned support. Over time, if the pupils needs increase despite access to timely intervention the Oxfordshire Guidance descriptors are used to decide whether the level of provision should be at SEN Support.

The Oxfordshire Guidance offers further guidance on provision.

Categories of Special Educational Need

The SEND Code of Practice 2014 recognises four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical:

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social, emotional and mental health difficulties	Social and emotional difficulties ADHD, Attachment disorders

Sensory and/or physical	Hearing Visual Physical
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Levels of Provision

Early Identification (formally Initial Action)

The Blake Primary School recognises pupils who may have needs that can be presently met within the normal differentiated classroom provision, but who present a level of delay in their learning or behaviour that causes their class teacher some concern. In this case, the child would have an individual Pupil Profile outlining specific needs or barriers to learning as well as strategies and planned support for overcoming such barriers. The Pupil Profiles are reviewed termly. If progress is not made or concerns increase a meeting is held between SENCo, class teacher and parents to agree next steps and assess to see if the child is meeting the descriptors for SEND.

SEN Support Group

If a pupil requires additional and different support and meets the Oxfordshire SEND guidance criteria then support at SEN Support is put in place. An Individual Education Plan (IEP) is written by the class teacher with support from the SENCo, and reviewed three times a year. Parents are invited to reviews and encouraged to play a full part in the process. At SEN Support stage, outside agencies may become involved depending on the level and area of need and difficulty. 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.

Education Health Care Plan (EHCP)

Only a very small proportion of pupils require an Education Health Care plan (EHCP.) These pupils are likely to have severe or extremely complex needs that require more specialist advice and support.

Review

Reviews of pupils on the special educational needs register are usually carried out in October/November, February/March, June/July. Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. TAs are also invited to attend and if they are unable, to provide brief written input prior to the meeting. Copies of the review form and the new IEPs are then sent to parents. SEN Support takes the form of a four- part cycle: assess, plan, do, review.

Pupil Profiles are reviewed by class teacher and parents three times a year and a formal review will take place during the final parents evening of each academic year before the Profiles are passed onto the new class teacher.

Annual Reviews

For pupils with Statements or EHCP's an Annual Review Meeting has to be held once a year which may coincide with one of the regular reviews. At this meeting, consideration is given to whether the statement/EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives and outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement/EHCP, are invited to attend or submit a written report.

CURRICULUM ACCESS AND INCLUSION

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

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA 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 used to target an individual's specific needs and may be taught 1:1 or in small groups.

Sometimes children may be part of a group for a limited time period to boost confidence in an area of the curriculum.

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

EVALUATING SUCCESS

The success of the school's SEND 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
- value-added data for pupils on the SEND register
- annual monitoring of procedures and practice by the SEND governor
- school self-evaluation, using 'From Audit to Action'

- the School Improvement Plan, which is used for monitoring provision in the school
- visits from LA/ODST personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan IEPs 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. 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.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice.

PARTNERSHIP WITH PARENTS

The staff at The Blake 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.

Parents are welcome to bring a friend with them to any SEN review meetings in school. 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.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810541. Some of their leaflets are available in school.

A link to the SEND Code of Practice 2014 is available on our school website or can be requested through the school office.

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.

All pupils are asked to contribute to the review process for both Individual Education Plans and Pupil Profiles. The child's contribution is recorded and feed in to the planning process.

In The Blake Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class 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 outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists, English as an Additional Language Service and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEND). We are committed to using the expertise and advice provided by other professionals.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND action 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 a Statement/EHCP, the pupil's Statement/EHCP is amended early on in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements/EHCPs for whom the particular school has been named

- representatives from the Partnership Schools 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
- TAs meet to transfer their information and knowledge of pupils to each other
- there are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school

STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to increasing expertise in all areas of SEND
- the SENCO has successfully completed the National Award for SENCo Coordination gaining a post graduate certificate in advanced special educational practice.
- there are regular training sessions for TAs
- the SENCo attends the partnership SENCo support group 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
- students and graduate students who work in The Blake Primary School are given induction and training by the SENCo.