



## **St. Swithun's C of E Primary School** **Special Educational Needs Policy**

For abbreviations used in this policy, there is a glossary at the end for you to refer to.

### **Section A – School Arrangements**

#### **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

*(2014 SEN Code of Practice)*

These difficulties may refer to general or specific learning difficulties; language, communication and interaction difficulties; physical, sensory, social, emotional or behavioural difficulties. We at St. Swithun's C of E Primary School recognise that any child may have a Special Educational Need throughout or at some point in their school career.

We believe that all children have the same right of access to the curriculum and whole school life. All children, regardless of their individual needs, are valued members of our school community. They join in with the activities of the school, so far as that is reasonably practical and compatible with them receiving the necessary special educational provision.

#### **Aims**

We at St. Swithun's C of E Primary School believe that each child has individual and unique needs. However, some children require additional and different support. If these children are to be fully included in all aspects of school life and achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of children may have SEN at some time in their school career. Many of these children 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. 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 provide all children with strategies for dealing with their needs in a supportive environment, and to give them full and meaningful access to the National Curriculum.

Our aim for children with SEN is to receive a fully inclusive education, which removes barriers to achievement. In particular, we aim:



- to integrate all children into the St. Swithun's community, recognising that the strengths of each child and the valuable contribution each makes, are prime factors motivating this school
- to foster an atmosphere which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- to promote individual confidence and a positive attitude, developing a feeling of positive self-esteem within the child
- to identify at an early age children who need additional help and attention
- to endeavour to meet the individual educational, emotional, social, physical and behavioural needs of every child
- to ensure that all children receive appropriate, differentiated and personalised educational provision
- to provide all children with strategies for dealing with their needs and a broad and balanced curriculum which demonstrates coherence and progression in learning
- to give children with SEN equal opportunities to take part in all aspects of the school's provision, as far as possible
- to identify, assess, record, and regularly review child's progress and needs
- to work in partnership with parents at every stage of the process
- to work collaboratively with other professionals and SEN advisors to support the individual and group needs of our children
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

### **Roles and responsibilities**

(Please see Appendix 1 'Directory of Names' for the names of the members of school staff and Governors)

Provision for children with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEN in his/her class, and to be aware that these needs may present themselves in different situations. All members of staff are responsible for helping to meet a child's Special Educational Need, and for following the school's procedures to meet these needs.

### **The Governing Body**

The school's SEN governor is Mrs Judith Wilkinson. The governing body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEN - it maintains a general overview and has appointed a representative (the SEN governor) who is actively involved in self-review, with the Headteacher and Inclusion Leader, of the provision for children with special educational needs and implementation of the policy within the school.

### **The Headteacher**

The Head teacher has overall responsibility for policy, practice and provision in respect of children with SEN. This also includes:

- the management of all aspects of the school's work, including provision for children with SEN
- keeping the governing body informed about SEN issues
- working closely with the Inclusion Leader
- overseeing the deployment of all SEN personnel within the school



- monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies, for example access plans, on the school as whole

### The Inclusion Leader

The school's Inclusion Leader is Miss Lesley Maskell. In relation to children with Special Educational Needs, she is responsible for:

- overseeing the day to day operation of the school's SEN policy
- the effective deployment of teaching assistants (in liaison with the school's HLTA and Business Manager)
- co-ordinating the provision for children with SEN
- ensuring that an agreed, consistent approach is adopted, liaising with and advising other school staff
- helping staff to identify children with SEN
- carrying out detailed assessments and observations of children with specific difficulties
- supporting class teachers in devising strategies, drawing up suitable provision for children, setting targets appropriate to the needs of the children
- advising on appropriate resources and materials for use with children with SEN and on the effective use of materials and personnel in the classroom
- monitoring the implementation of programmes of work designed for children with SEN and supporting staff in developing appropriately tailored targets.
- liaising closely with parents of children with SEN, 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, relevant school staff and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of children with SEN through the use of existing school assessment information
- contributing to the in-service training of staff
- Keeping up to date with developments in SEN

### Class Teachers

Class teachers are responsible for:

- including children with SEN in the classroom, and for providing an appropriately differentiated curriculum
- holding regular 'Active Mentoring' meetings with the children in order to discuss their learning, reviewing progress towards targets and establishing new targets. This process will also include discussions with parents
- ensuring appropriate provision is being made for children with SEN in their class
- monitoring and assessing the progress of children with SEN towards their targets
- liaising with the Inclusion Leader for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting children with SEN
- liaising with parents/carers of children with SEN so that they are aware of the strategies that are being used, so that they are involved as partners in the process including reviewing progress towards targets
- maintaining the SEN and 'Active Mentoring' files for children within their class on the SEN register



- ensuring excellent communication with support staff in order to appropriately support children's learning.

### Higher Level Teaching Assistants

The Higher Level Teaching Assistants (HLTA) are responsible for:

- liaising with the Inclusion Leader and the school's business manager in relation to the deployment of TAs
- supporting with the monitoring the effectiveness of TAs
- supporting with the monitoring the effectiveness of interventions
- supporting with SEN administration
- covering teacher's non-contact time.

### Teaching Assistants

Teaching Assistants work as part of a team with the Inclusion Leader, HLTA and the teachers. They have a vital role in supporting all children's individual needs, and helping with inclusion of children with SEN within the class. They play an important role in supporting the children with their different learning targets, monitoring progress, contributing to the review process and helping children with SEN to gain access to a broad and balanced curriculum.

Teaching Assistants should:

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

### Lunchtime Supervisors

Lunchtime Supervisors are given any necessary information relating to the supervision of children at lunch-time. They may meet the Inclusion Leader/ HLTA or class teacher in relation to behaviour management and other issues for particular children. They will follow the school's policies and procedures in particular those relating to safeguarding and behaviour. They will have the necessary information/ knowledge of children to support each child and their individual needs.

### Admissions arrangements

St. Swithun's C of E Primary School welcomes all children and strives to be a fully inclusive school. The admission arrangements for children with SEN do not differ from those for other children. Admission is according to LA policy and is based on the principles of equality of opportunity and access, provided that it is agreed by the LA that children's needs can be best met in a mainstream school. The school serves the families living in its immediate area and, in line with the Government's parental right of choice, is happy to admit children from outside the catchment area if places are available.

### Specialisms and special facilities

At St. Swithun's School:

- all teaching staff are teachers who are able to teach children 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 child



- differentiated resources are used to ensure access to the curriculum, resources are easily accessible in the SEN room and in each classroom
- all staff are kept well informed about the strategies needed to manage children's needs effectively, and we try to ensure that other children understand and respond with sensitivity
- support aims to encourage children as much to become as independent as possible within a safe and caring environment.
- we have access to the expertise of the LA services and other agencies if required

## **Section B – Identification, Assessment and Provision**

### **Identification, assessment and review**

A starting point for the identification of the needs of individual children in all areas of the curriculum is the ongoing assessment and record keeping of the class teacher. Progress is monitored by this process and areas of underachievement or concern are identified and appropriate provision made. We are aware that children who are underachieving in one area may well be achieving adequately or well in another. As a school we believe that early identification of problems is crucial in ensuring children get the appropriate support they need as soon as possible. When a child is identified as needing SEN support, we employ 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 LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying and assessing SEN provision may include:

- a child's early development, and/ or the involvement of outside agencies before entry to school
- concerns raised by teachers or parents
- children who make little or no progress despite receiving a differentiated curriculum
- children who display poor communication skills, expressively and/ or receptively
- children who require greater attention than most in the class because of learning and/ or behavioural difficulties
- children requiring specialist materials/ equipment, or support for sensory/ physical problems
- children who are working at National Curriculum levels significantly below those designated for their age
- children who score poorly on group tests or individually administered standardised tests of attainment and/ or ability
- children who display a specific difficulty in an area of the curriculum
- children transferring to the school with a school based assessment already in place.

Assessment is part of our classroom practice, is ongoing and enables us to plan to meet the needs of all children. St. Swithun's supports the ongoing learning needs of all children by developing a culture of achievement recognition and target setting. We use 'Active Mentoring' a minimum of three times a year as a way of developing dialogue with children on a one-to-one basis, celebrating their successes, discussing the current position of their learning, evaluating progress and establishing new learning targets. This enables children to take control of their learning more fully. They understand where they are in their learning it identifies the next stage in their learning and identifies strategies and methods of reaching the next level. The 'Active Mentoring' not only focuses on academic success/ progression,



but also on the positive behaviours required for learning to help children succeed - attendance, punctuality, behaviour, effort, homework and uniform. Children on the SEN register will be mentored six times throughout the school year by their class teacher and also a teaching assistant.

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. School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. 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.

Where a child is identified as requiring additional and different support for their needs, they will be placed at SEN Support Stage on the register. Where, despite the school providing SEN 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 SEN support.

### **The 'Voice of the Child'**

Discussion/ dialogue between children is referred to as the 'Voice of the Child' and we believe that all children should be involved in making decisions involving themselves right from the start of their education. The ways in which children are encouraged to participate should reflect their evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

### **Oxfordshire SEN Action Record**

School uses the Oxfordshire SEN action record to maintain information about the identification, assessment and provision for each child. A register is kept of children with SEN and circulated to all staff. Where a concern is expressed that a child may be experiencing difficulties, the class teacher and support staff take early action to assess and work to address the them.

### **Categories of Special Educational Need**

The SEN Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Behaviour, Emotional and Social Development, and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Moderation Handbook):

<b>Code of Practice Needs</b>	<b>Categories</b>
Communication and Interaction	Speech, Language and Communication needs Autistic Spectrum Disorder (ASD) including Aspergers and Autism
Cognition and Learning	Learning Specific Learning Difficulties (SpLD) (e.g. Dyslexia, Dyspraxia and Dyscalculia)
Social, Emotional and Mental Health Difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).



	Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder.
Sensory and/ or Physical	Hearing Impairment Visual Impairment Physical disability Multi-sensory Impairment.

### **Curriculum access and inclusion**

Inclusive quality first teaching is a crucial component in ensuring the success of every child at St. Swithun's School. It is about what should be on offer for all children: the effective inclusion of all children in high-quality everyday personalised teaching. Quality first teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson, carefully explain new vocabulary, use lively, interactive teaching styles and make maximum use of visual and kinaesthetic learning opportunities as well as auditory/verbal learning activities. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

If concerns about a particular child continue, the teacher will consult other teachers, the Headteacher and the Inclusion Leader. The Inclusion Leader will, where appropriate, assess and make suggestions, in discussion with the class teacher, as to possible teaching methods, programmes and materials that will help the child. Special Educational Needs of the children are met primarily within the ordinary classroom context and children with SEN are fully integrated into school life as much as possible. It may sometimes be necessary for children to work individually or small groups outside the classroom. Small group work or individual interventions/ tutoring may occur within the classroom or in another suitable area. Intervention programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

### **Co-ordinating and managing provision**

At St. Swithun's CE Primary School:

- sharing of expertise is welcomed and encouraged
- SEN is an item on every staff meeting agenda or the main item of a meeting
- the Inclusion Leader and HLTA meet with teaching assistants as necessary to review children's progress
- the Inclusion Leader ensures that regular meetings are held, normally once a term, to review targets and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual children and to discuss concerns
- child profiles, outlining their strengths, needs and strategies to support them are circulated and used by all staff members
- children are involved as far as practicable in discussions about their targets and provision
- the Inclusion Leader ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - child profiles



- the SEN register
- information relating to children with SEN in order to support the tailoring of provision and support and the tailoring of targets

Provision for children 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.

### **Allocation of resources**

All schools in Oxfordshire receive funding for pupils with SEN 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 SEN 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.

St Swithun's School School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. School 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.

### **Human Resources**

At the present time, the Inclusion Leader has two non-contact days per week, as long as this is financially viable.

Teaching Assistants provide teaching and learning support in the classroom, however some TA hours are in place specifically to support special needs for named children. It is the Headteacher's, Inclusion Leader's and HLTA's duty to ensure that any TA time allocated specifically to individual children is used to support the delivery of their specific provision. It is the class teacher's duty to utilise the TA's time to the maximum and that their support positively impacts on the teaching and learning for children.

Where necessary, the school will 'buy in' outside agency support in order to meet the needs of individual children. Not all outside agencies require payment for their services, but the 'buy in' scheme includes services such as the Educational Psychology Service, Behaviour Support Service (BSS) and the Home School Link Community Link Worker (HSCLW).

### **Material Resources**

To ensure that all children's needs are appropriately met, the school will make material resources available as necessary, within budgetary constraints and as agreed with the school governors. The school will allocate funds towards building up resources for SEN e.g. reading materials, maths resources, ICT equipment and packages, games and other items.



## **Evaluating success**

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

- monitoring of classroom practice by the Inclusion Leader and subject Leaders
- analysis of child tracking data and test results:
  - for individual children
  - for cohorts
  - for key/ vulnerable groups
  - for children who are underachieving
- action points put in place following the analysis of data in order to support the accelerated progress of children
- value-added data for children on the SEN register
- termly monitoring of procedures by the SEN governor
- governors' newsletters to parents, which contains information about the implementation and success of the SEN Policy
- the school's self-evaluation of SEN, which evaluates the success of our policy, monitors provision and sets new targets for development
- the School Development Plan
- 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 plan and review targets, revise provision and celebrate success.

## **Arrangements for complaints**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. 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. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Leader. If the problem persists, parents/carers should make an appointment to discuss their concerns with the headteacher. There is a formal complaints procedure (information available from the school office), should this become necessary.

## **Section Three – Partnership within and beyond the school**

### **Staff development and appraisal**

Through the development plan and professional development meetings, the school decides on priorities for SEN INSET for the staff. The Inclusion Leader and HLTA meet with the TAs to discuss their training requirements and ensures that there is INSET provision for all staff.

- the school is committed to developing expertise in the area of SEN
- there are regular training sessions for teaching staff and TAs
- whenever possible the Inclusion Leader attends any local Inclusion support briefings that may be arranged
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of professional documentation, and meetings are considered to be part of staff development, as well as a time to share information
- the Inclusion Leader and other staff attend LA meetings and INSET as appropriate



- newly appointed teaching and support staff meet the Inclusion Leader to discuss SEN procedures in the school.

### **Partnership with parents**

The staff at St. Swithun's C of E 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, but parents are welcome to visit the school or arrange meetings at other times (as necessary and reasonable) to discuss any aspect of their child's progress with the class teacher or Inclusion Leader.

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 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 children with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of children with SEN 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 SEN. They can be contacted on 01865 810516. Some of their leaflets are available in school. Information about SEN provision in Oxfordshire is available in school, plus the school's SEN Policy, information about the Code of Practice and how to contact the Local Authority. Parents are welcome to request any of these publications.

### **Links with other agencies, organisations and support services**

The school has access to a range of education, health and social services professionals available in Oxfordshire. These include:

- outreach teachers from Language Resource Bases
- Early Intervention Hubs
- the Service for Communication and Interaction
- service for children with Physical Disabilities
- Sensory Support Service
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists

It also includes the Educational Psychology Service and the Advisory Team for Inclusion. School staff 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

- there are opportunities for all children to visit their prospective secondary school
- children with SEN are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for children with a statement of SEN, the child's statement is amended in the spring terms 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
- SEN action records are transferred following LA procedures
- the Inclusion Leader of the receiving school, where possible, attends the final annual review of Year 6 children with statements for whom the particular school has been named
- the catchment secondary school for children living in Kennington is Matthew Arnold School. Some of the children in our school may transfer to secondary schools in Abingdon or Oxford City. Representatives from feeder secondary schools visit our school to meet parents and children before transfer.

### Transfer within the school

- teachers liaise closely when children transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the child's progress
- there are close links between Kennington Playgroup and St. Swithun's Early Years' Unit. Leaders from the playgroup meet school teaching staff to discuss children with SEN when they are about to start school
- all children have the opportunity to spend one or sometimes two transition days in their new class (usually in late June/early July), wherever possible with the teacher they will be with in the new school year.

Signed (Headteacher) .....

Signed (on behalf of the Governors) .....

Date for review .....