



**KIDMORE END
CHURCH OF ENGLAND PRIMARY**

**Policy for pupils with Special Education
Needs or Disabilities**

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CONTENTS

DEFINITION

SCHOOL ARRANGEMENTS

- **Roles and Responsibilities**
- **Co-ordinating and Managing Provision**
- **Admissions Arrangements**
- **Training and Resources**

IDENTIFICATION AND SPECIAL ARRANGEMENTS

- **Allocation of Resources**
- **Identification and Review**
- **Curriculum Access and Inclusion**
- **Evaluating Success**
- **Complaints Procedure**

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

- **Staff Development and Appraisal**
- **Support Services**
- **Partnership with Parents**
- **Links with Other Schools and Transfer Arrangements**

Definition

A Child or Young Person has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him/her

This may mean that a CYP has a significantly greater difficulty in learning than the majority of CYP of the same age in Oxfordshire schools, or a disability that makes it hard for him or her to access facilities.

SCHOOL ARRANGEMENTS

In August 2017 we became an academy as part of the Oxford Diocesan Schools' Trust. Oxfordshire County Council maintain their statutory responsibilities to support and monitor our provision for pupils with special educational needs or disabilities.

Roles and Responsibilities

The governing body, in co-operation with the head teacher, has a legal responsibility for meeting an individual's SEND. They will do this by:

- Appointing a representative governor who will take particular responsibility for SEND provision and will monitor this aspect of the school's work.
- Receiving reports at least annually on the status of SEND provision throughout the school. This may be delegated to the Curriculum committee.
- Scrutinising data regarding children with SEND to ascertain the progress they are making in comparison with their peers within the school, and other similar pupils nationally.

The Headteacher has overall responsibility for the running of the school, including SEND provision. He or she will:

- Appoint a Special Needs Co-ordinator (SENCo) who will take overall responsibility for the management of SEND.
- Be fully conversant with the SEND register, and those children on it.
- Understand the progress made by this group of children, both individually and as a cohort.
- Receive termly reports from the SENCo.
- Give regular reports to the governing body or their delegated committee.

The SENCo is responsible for:

The day to day operation of this policy

- Liaising with and advising other staff
- Co-ordinating provision for children with SEND
- Maintaining the school's SEND register
- Contributing to the training of staff
- Attending review meetings if appropriate
- Liaising with external agencies

Class Teachers are responsible for:

- Identifying children who have specific difficulties
- Assessing the child's difficulty
- Liaising with the SENCo
- Writing Individual Education Plans (IEPs)
- Seeing that IEPs are implemented
- Having review meetings with parents
- Working with external professionals
- Keeping parents informed and involved
- Supervising and monitoring the work done by teaching assistants, particularly for children with SEND

The Teaching Assistants (TAs) work as part of the team with class teachers. They:

- Support individual children's needs
- Implement IEPs
- Attend meetings
- Prepare resources
- Encourage and prompt reticent pupils
- Assist in the management of pupils with behavioural difficulties
- Assist the teacher in assessment and planning
- Keep up to date with current thinking about SEND

Co-ordinating and Managing Provision

Provision for children with SEND is reviewed termly, and more frequently if necessary. Teachers meet with the TAs and the SENCo each term to discuss SEND issues. At the Summer term review, the next class teacher should also attend the meeting.

The progression of children on the SEN Register is reviewed termly with the parents and the teacher. A new IEP is written prior to this meeting. For some children it may be appropriate for advice from outside agencies may be included in these meetings.

The children with SEND are involved with the planning and outcomes of the special provision made for them if it is thought to be appropriate and helpful. The child's comments are sought and their reactions and comments are included in the reviews. The children may be asked if they would like to attend part of the review.

The SENCo also liaises with parents and pupils with statements or Education, Health and Care Plans and carries out an Annual review. Where there is a concern that parents need extra support, the staff would refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the Early Help Assessment process would be used to identify areas for change and engage support from other professionals. Please refer to the Safeguarding and Child Protection Policy.

All staff members have access to the Special Needs Register, the SEND policy and the School Development Plan. Parents also have access to the SEND Policy. There is daily contact between staff to monitor individual pupil progress and discuss concerns. All staff members share their expertise, both formally at meetings and informally in day-to-day discussion.

Admission Arrangements

The admission arrangements for children with SEND do not differ from those for other children. Admission is according to the school and LA policies and is based on the principles of equality of opportunity and access. This applies equally to children with SEND provided that it is agreed by the LA that their needs can be best met in a mainstream school.

If applications for admissions exceed the number of places available, places are allocated according to the school's admission policy. According to the 1998 Education Act (Para 160) 'parents with Statemented children have the right to name a preferred school.' LAs are obliged to accept preferences unless they can show that it would be inappropriate or disruptive to other children in the classroom, or not efficient use of resources.

Training and Resources

School teaching staff are qualified and experienced including in teaching pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, including specialist

training to meet the needs of an individual. Any member of staff who undertakes this training will share their knowledge with other members of staff.

Differentiated resources are used to ensure access to the curriculum; some are held in classrooms while others are stored centrally. Money is set aside from the budget to purchase resources as needs become apparent.

IDENTIFICATION AND SPECIAL ARRANGEMENTS

Allocation of Resources

The school receives funding in its annual budget to help meet the needs of children with SEND. 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.

Finance delegated to the school is used for its intended purpose.

The school also receives funding from other local authorities where children with EHCP provision are resident in that local authority e.g. Reading Borough Council.

Identification and Assessment Arrangements

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.

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

Where more specific assessment is deemed to be necessary, this will be carried out under supervision of 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. Kidmore End 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.

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

Criteria for identifying SEN may include:

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

The class teacher is primarily responsible for identifying children with SEND. Initial concerns are discussed with the parents and the SENCo. An Initial Action Record is completed at this stage and the child's name is added to the list of Teacher Monitored children. This is kept by the SENCo and all staff have access to this list. The child's progress is monitored. If s/he is seen to be making unsatisfactory progress, s/he will be placed on the SEND register and appropriate support put in place. The Head teacher is informed of all concerns relating to SEND.

Categories of Special Educational Need

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

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism

- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia,
dyscalculia

- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties
(e.g. anxiety, depression).
Attention deficit disorder, attention deficit hyperactive
disorder, attachment disorder

- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

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

Evaluating Success

Monitoring of SEND policy and provision takes place via:

- Monitoring of classroom practice by the Headteacher and SENCo.
- Monitoring by the Inclusion Consultant against the 'Closing the Gaps' audit
- Regular discussions between staff and SENCo.
- Analysis of individual pupil tracking sheets and assessment data.
- Monitoring of procedures by SEND Governor.
- School self evaluation and review, integral to the School Development Plan.
- Annual County SEND moderation process.

Success Criteria

- Reviews show IEP targets are reached and successive IEPs show a logical progression through a range of targets.
- Progress in identified areas of concern.
- Pupils with SEND have a positive perception of their progress.
- Pupils on the SEND register are well motivated and make a good effort across the curriculum.
- Pupils with SEND take an active part in the life of the school

Complaints Procedures

The school endeavours to ensure that children with SEND get the level of support they require. We strongly believe in partnership with parents and open lines of communication, whatever stage of the SEND register a child is on.

If a parent wishes to express concern about the SEND provision made for their child, they should approach the class teacher in the first instance to make known their complaint. A meeting should be arranged which could involve the SENCo. If a satisfactory conclusion is not reached a meeting will be arranged with the Headteacher. When it is not possible to achieve a satisfactory outcome, matters can be taken to the Governing Body via the designated governor.

In the event of a formal complaint concerning SEND provision for a child, parents should contact the Headteacher and follow LA procedures. Information is available from the Headteacher on the Code of Practice, guides to provision, the SEND tribunal and how to contact the LA.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development and Appraisal

The school has a rolling programme of training for staff for SEND. Colleagues support each other in providing for children by:

- Sharing resources
- Keeping up to date with National Guidelines
- Ensuring accurately kept and up to date records are sent to the child's next teacher
- Sharing in discussions
- Attending training led by the SENCo
- Attending meetings for the development of SEND within the school
- Meeting in the Summer term to discuss pupils' difficulties with the child's next teacher and teaching assistants
- Sharing expertise gained in courses and seminars

The SENCO attends meetings and courses which address specific areas of need within the school, and provides information and support. This information is shared at regular meetings with the TAs and with teachers at staff meetings.

Links with other agencies, organisations and Support Services

Advice is sought from outside agencies where necessary in identifying, assessing and meeting children's SEND. This includes:

- Educational Psychologists
- SENSS
- Outreach teachers for specific children e.g. behaviour support
- The health services, including the School Nurse, Occupational Therapist, Physiotherapist, the Visual Impairment unit
- Speech and Language Therapists
- Communication and Interaction Service
- Social Services

If children on the SEND register live outside Oxfordshire advice is sought from agencies in that authority.

Partnership with Parents

The school works closely with parents and is open and realistic about children's needs. Parents receive accurate information when they meet teachers so that they have a full picture of their child's skills and academic abilities as well as their behavioural and social adjustment at school.

Parents are involved in the initial identification of their child's individual needs and subsequently remain part of the reviewing and monitoring of provision and progress. Parents are consulted before any outside agencies are involved in assessing a child's progress or behaviour and are asked to support the strategies used by the school.

In addition to regular parent's evenings, parents are always welcome to arrange a mutually convenient time to discuss any aspect of their child's schooling. Parents are invited to three meetings per year to discuss the progress of their child. The SENCo is also available to discuss any concerns by appointment.

The Voice of the Child

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

Links with other Schools and Transfer Arrangements

SEND records are passed from one member of staff to another when children change classes. Discussion takes place both formally and informally and at a special transfer meeting in the Summer term. All children visit their new classroom towards the end of the Summer term. Some children will need more than one visit in order to reduce anxieties and to facilitate a confident transition. They may benefit from being accompanied by a familiar member of staff.

Transfer of children to Secondary school of children with SEND will include:

- A visit by Secondary teachers to the school in the term prior to transfer.
- A general visit by Year 6 to their chosen secondary school and extra visits for children with SEND if necessary.
- A representative from the Secondary School to which the child is transferring is invited to reviews for children who are on the SEND Register
- A meeting is held with the SENCo of the Secondary school to which the children are transferring.
- On occasion staff from Kidmore End will visit the secondary school with a specific child.
- SEND information and records are forwarded to the Secondary School. The Oxfordshire Transfer of SEND documents is signed and a copy kept by both schools and the parents.
- It is expected that the secondary schools will contact the school if further information is required.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor.