

# **Shiplake CE Primary School Special Educational Needs and Disability Policy**

**Person responsible for policy: SU**

**Draft date: October 2020**

**To governors: 30<sup>th</sup> November 2020 (P&S) - version 1**

**Amended: Updated January 2021 (staffing change)**

**Agreed: FGB meeting January 2021**

**Review: September 2021**

# Policy for Special Educational Needs and Disability

## **A SCHOOL ARRANGEMENTS**

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

## **B IDENTIFICATION, ASSESSMENT AND PROVISION**

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

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

1. Partnership with parents
2. The voice of the child
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and Performance Management

# **A School Arrangements**

## **A1 DEFINITION AND AIMS**

### **Definition**

A pupil has special educational needs if he or she has a learning difficulty or disability 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 than the majority of pupils of the same age in Oxfordshire schools, or a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream schools. Special educational provision is additional to or different from that which would normally be provided for pupils of the same age in mainstream school.

### **Aims**

We at Shiplake CE School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Shiplake CE 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 Early Years and 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 special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to 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 governors for SEND is implemented and maintained.

Shiplake CE School has adopted the Oxfordshire Literacy Difficulties Policy and Advice 2016 .

The school also has a Behaviour Policy, Handling Policy, More Able Pupils Policy, an Access plan and Disability Equality Policy . These are included at the end of this document.

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **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, see appendix) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEND
- the school employs an SEND co-ordinator who has the appropriate qualifications
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report annually to parents on the implementation of the school's SEN policy. This report is posted on the School website ([www.shiplake.oxon.sch.uk](http://www.shiplake.oxon.sch.uk))
- 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 pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

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 Development Plan
- the quality of SEND provision is regularly monitored

The **headteacher** has responsibility for:

- 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
- She 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.

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 and disability
- 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 and recording interventions on the class provision maps, drawing up Profile and Outcomes plans, 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
- liaising with the governing body
- 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
- managing Teaching Assistants (TA)
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, and drawing up Profile and Outcomes plans. 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** 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 SEND programmes of work 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
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

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

### **A3 CO-ORDINATING AND MANAGING PROVISION**

At Shiplake CE School:

- sharing of expertise is welcomed and encouraged
- Special educational needs and disability is a part of the school development plan
- SEND is an item on many staff meeting agendas or the main item of a meeting
- the SENCo meets formally with TAs each term to review progress
- the SENCo ensures that regular meetings are held, normally once a term, to review Profile and Outcomes plans 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 SEND register, and copies of the pupil's Profile and Outcomes Plan, moderation descriptors and other relevant information.

### **A4 ADMISSION ARRANGEMENTS**

Shiplake CE 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 LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement or Education, Health and Care Plan (EHCP) the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **A5 SPECIALISMS AND SPECIAL FACILITIES**

At Shiplake CE School:

- all teaching staff are experienced teachers who are able to teach pupils with SEND. 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 staffroom and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity

- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LEA services and other agencies if it is required
- the school has been adapted to provide easy access for wheelchairs, toilet and washing areas

## **B Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEND in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the delegated SEND budget (the SEND Index) that funds the additional support required
- specific funds that are allocated to pupils with Statements
- other specific funds e.g. Standards Fund allocations.

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 ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEND. The school has a continuing commitment to providing early intervention for pupils and to purchase appropriate resources for pupils with SEND where necessary. The allocation of staffing for timetabled support is detailed and monitored using the School Provision Plans.

Shiplake CE School follows LEA guidance, as given in the Oxfordshire SEND Handbook, to ensure that all pupils' needs are appropriately met.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice (2014) recognises two levels of SEND provision.

#### **Statement (St) or Education, Health and Care Plan. (EHCP)**

Only a very small proportion of pupils require a Statement of SEND or Education, Health and Care plan. These pupils are likely to have severe or complex needs that require more specialist advice and support.

- **SEND Support.**

SEND Support 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 funded internally by the school.

The school uses the Oxfordshire SEND action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND and circulated to all staff. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Moderation Handbook descriptors are used to support staff in their identification and provision planning. The Oxfordshire SEND Handbook offers further guidance on provision. Referrals to outside agencies are made following Oxfordshire, NHS or CAF guidance and protocols.

## Categories of Special Educational Need

The SEND 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):

Code of Practice needs	Categories
Communication and Interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Learning Specific learning difficulties e.g. Dyslexia
Behaviour, Emotional and Social Development	EBD
Sensory and/or Physical	Hearing Visual Physical

The class teacher takes lead responsibility for writing the Profile and Outcomes plan, together with the SENCo, parents and any outside agencies involved. The plan should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to play a full part throughout the process.

### Review

Reviews of all on the SEND register are carried out in the middle of each term. Pupils are fully involved and their progress is discussed in school and at home with parents and recorded on their Profile and Outcomes plan. Ideally, parents attend the review meeting but copies of the review forms are sent to parents electronically so they can contribute directly even if they cannot attend. The effectiveness of interventions and changes to SEND provision is also recorded on the school provision map.

### Annual Reviews

For pupils with Statements or an Education, Health and Care Plan (EHCP), an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement or 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. Parents, pupil and all relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

## B3 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, from Reception through to Year 6.



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 give support in a particular area e.g. physiotherapy or a reading intervention programme. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

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.

## **B4 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
- monitoring of procedures and practice by the SEND governor once a term
- school self-evaluation
- the school website ([www.shiplakeprimary.org.uk](http://www.shiplakeprimary.org.uk)), which contains the required information about the implementation and success of the SEND Policy
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA 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 pupil Profile and Outcomes Plans, revise provision and celebrate success.

## **B5. ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class 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. SENDIASS, Oxfordshire's Special Educational Needs and Disability Information Advice and Support Service, may also be contacted. (see C1 below).

## **C Partnership within and beyond the School**

### **C1 PARTNERSHIP WITH PARENTS**

The staff at Shiplake CE School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) Oxfordshire.

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) Oxfordshire provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. SENDIASS Oxfordshire also gives information about mediation services. They can be contacted on 01865 810516. Some of their leaflets are available in school.

A guide to SEND provision in Oxfordshire is available online on the OCC website along with information about the Code of Practice, the SEND Tribunal and how to contact the Local Education Authority. The School Website also has a dedicated SEND section.

## **C2 THE VOICE OF THE CHILD**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Shiplake CE School, we encourage pupils to participate in their learning by:

- contributing to reviews and target setting (formally or informally)
- use of the All About Me pupil voice document
- talking to TAs and teachers about their learning
- class and individual reward systems

## **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This 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 and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion. We are committed to using the expertise and advice provided by other professionals.

The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

## **C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

### **Transfer and links with other schools**

- in the year prior to transition Statements of SEND or EHCP's, are reviewed during the Autumn term to ensure time for appropriate transition work to take place. At this point all Statements will transfer to an Education, Health and Care Plan (EHCP).
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils for whom the particular school has been named
- representatives from local secondary schools are available for consultation before the time for transfer
  
- 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
- 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

### **Transfer within the school**

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged between the staff involved in monitoring the pupil's progress

## **C5 STAFF DEVELOPMENT AND PERFORMANCE MANAGEMENT**

- the school is committed to gain expertise in area of SEND
- 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 SEND procedures in the school. There is an induction pack outlining the school's procedures and approach

## Shiplake CE School SEND Contacts

Service/Agency	Contact Name	Tel/Email
SENCo	Sally Eccleston (OXSEN)	0118 9402024
SEND Governor	Mrs Alison Stewart	Contact details on school website
Speech and Language Therapist	Sally Lloyd	sally.lloyd@oxfordhealth.nhs.uk 07917 557948
Educational Psychologist	Amna Sarwar	01895 323532
SENDIASS Oxfordshire (Special Educational Needs and Disability Information Advice Service)	Special Educational Needs and Disability Information Advice Service	<a href="mailto:sendiass@oxfordshire.gov.uk">sendiass@oxfordshire.gov.uk</a> 01865 810516