Lewknor Church of England Primary School
Special Educational Needs and Disability Policy

December 2020 – Review December 2021

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A School Arrangements

A1 Definition and Aims

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she 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 facilities of a kind generally provided for others of the same age in mainstream schools. (SEN Code of Practice 0-25 years 2014)

Aims

All staff at Lewknor C of E Primary 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. Lewknor C of E 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 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 and children in planning and supporting at all stages of a child's development
- to work collaboratively with parents, other professionals and support services
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

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, Vickey Reid (the SEN 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 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 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 through visits to school and discussions with staff

The **headteacher** Deborah Cole 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
- the deployment of all special educational needs personnel within the school
- The headteacher also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs Co-ordinator** (also headteacher Deborah Cole) is responsible for:

- overseeing the 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 setting targets and in devising appropriate strategies, 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 tests, subject specific tests such as the New Salford Sentence Reading Test
- contributing to the in-service training of staff
- managing TAs in conjunction with the class teacher
- liaising with the SENCos in other primary schools to help provide a smooth transition from one school to the other
- taking part in county SENCo meetings and following the moderation document Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings.

Class teachers are responsible for:

- devising and reviewing recorded information for pupils in their class, inclusion of 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

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 the teaching and learning of children with SEND and monitoring their 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.

Lunchtime 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 Lewknor C of E Primary School:

- the sharing of expertise is welcomed and encouraged
- special educational needs is a part of the school development plan
- the SENCo ensures that regular meetings are held, normally once a term, to review provision and pupil progress
- 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
- a class SEND file giving the names of all pupils in the class on the SEND register and other relevant information

A4 Admission Arrangements

Lewknor C of E 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 LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP the LA 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 Lewknor C of E Primary 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 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 LA services and other agencies if it is required

B Identification and Assessment and Provision

B1 Allocation of Resources

All schools in Oxfordshire receive funding for pupils with Education, Health and Care plans.

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 additional teaching time and materials. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education Health and Care Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Lewknor C of E Primary School follows LA guidance, as given in the Special Educational Needs Support in Oxfordshire Schools and Settings, to ensure that all pupils' needs are appropriately met.

B2 Identification, Assessment and Review

The Code of Practice (2015) 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: SEND support and Education, Health and Care Plan.

A register is kept of pupils with SEND and is 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 Special Educational Needs Support in Oxfordshire Schools and Settings document is used to decide whether additional provision should be made.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need.

Code of Practice needs	**Categories**
Communication and Interaction (C and I)	
Cognition and Learning (C and L)	Learning Specific learning difficulties e.g. dyslexia
Social, Emotional and Mental Health needs (SEMH)	
Sensory and/or Physical (S and P)	Hearing Visual Multi sensory impairment Physical

Levels of Provision

If a pupil requires additional and different support and meets the moderation criteria then SEND support is put in place. This support is timetabled and a pupil's progress is monitored closely through regular pupil progress meetings between the class teacher and the SENCO / headteacher. Parents are invited to reviews and encouraged to play a full part in the process. Often outside agencies will be involved including the SENSS team, Educational Psychology, behaviour support teams, Social Care, school nurse among others. They may do more specialised assessments and suggest strategies.

Review

Reviews of pupils who have SEND support are normally carried out three times each year (for example, October, February and June). Pupils and parents are consulted about existing and future targets. The teacher leads this process with support from the SENCo. If necessary, TAs provide brief input prior to the meeting.

Annual Reviews

For pupils with Education, Health and Care plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. 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.

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 normally time-limited.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the 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 headteacher/SENCo and SEN governor
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation
- the Annual Report to parents, 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 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 targets, 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 the 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 make an appointment to meet 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 (SEN and Disability Information, Advice and Support Service) Oxfordshire is available to offer advice (see C1 below).

C Partnership Within and Beyond the School

C1 Partnership with Parents

The staff at Lewknor 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 in terms 1 and 2 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.

SEN and Disability Information, Advice and Support Service (SENDIASS) in Oxfordshire provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and Independent Supporters, a new role introduced in 2014 to support parents who are going through the EHC process only. IPS give advice and support to parents of pupils with SEND at the SEND support stage. They also give information about mediation services. They arrange meetings and produce leaflets and audio guides about many aspects of SEND. They can be contacted on 01865 810516.

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 practise making choices, will be more secure and effective pupils during the school years.

In Lewknor C of E 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

C3 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. This includes outreach teachers from the Communications and Interaction team, school nurse team, Speech and Language Therapists, Northern House Outreach and others. It also includes the Advisory Team for Inclusion. We are committed to using the expertise and advice provided by other professionals. Other voluntary organisations can be contacted as required.

C4 Links with other schools and transfer arrangements

Transfer and links with other schools

- SEND 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
- the SENCo of the receiving school, where possible, or another school representative attends the final annual review of Year 6 pupils with EHC Plans for whom the particular school has been named

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
- 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

C5 Staff development and Performance Management

- the school is committed to gain expertise in areas of SEND
- there are training sessions for all staff
- the SENCo attends the partnership SENCo support groups' 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 can meet the SENCo to discuss SEND procedures in the school

The school's Accessibility Policy includes the following information:

- arrangements for the admission of disabled pupils
- steps taken by school to prevent disabled pupils from being treated less favourably than other pupils
- facilities to help disabled pupils access the school

Lewknor Church of England Primary School has an accessibility plan, which is reviewed regularly.