



Kirtlington  
C.E. School

## Special Educational Needs and Disability Policy

Reviewed and approved by: FGB

Policy Reviewed: October 2021

Future Review: October 2022

## Introduction

We believe that all children have a right to access the whole school curriculum. We hope to successfully and happily integrate pupils with special educational needs into the academic and social life of the school.

The class teachers have high achievable expectations of all children appropriate to their ability and with regard to their special needs. All children have the right to appropriate resources to facilitate their learning.

In order to secure a successful partnership between home and school, and for the best interest of the child, the support and involvement of parents is essential.

## **CONTENTS**

### **SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS**

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

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

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Nurture Group Provision
5. Provision for Children with EAL
6. Evaluating success
7. Complaints procedures

### **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE**

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

## **SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS**

### **A1 Definition and Aims**

#### **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

#### **Aims**

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. 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:

- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs.
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- Make effective use of support services.

### **A2 Roles and Responsibilities**

Provision for pupils with special educational needs 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.

#### **Governors**

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

## Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

They are responsible for:

- The management of all aspects of the School's work, including provision for pupils with special educational needs and disabilities.
- Keeping the Governing Body informed about SEND issues.
- Working closely with the Special Educational Needs Co-ordinator.
- The deployment of all special educational need's personnel within the school.
- She 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 whole.

## SENCo

The Special Educational Needs Coordinator works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

They are responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative Headteacher

## Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **A3 Co-ordinating and Managing Provision**

The Headteacher and SENCo meet frequently to discuss SEN issues.

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets weekly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with statements or Education, Health and Care Plans have an Annual review with the SENCo. 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 CAF/TAC process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

### **A4 Admission Arrangements**

Kirtlington Church of England 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 special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **A5 Specialisms and Special Facilities**

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have a responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged. The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

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

### **B1 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.
- Kirtlington Church of England Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Kirtlington Church of England Primary 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.

### **B2 Identification, Assessment and Review**

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting 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 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. Kirtlington Church of England Primary 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 SEN 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 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 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 suggested 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 SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions

in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. 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.

Reviews of children with SEN support are held each term and led by the classteacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

#### Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

#### 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.

Code of Practice Needs	Categories
Communication and Interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Moderate Learning difficulties Severe Learning difficulties Profound and Multiple Learning difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health difficulties	Social difficulties Emotional difficulties Mental Health difficulties
Sensory and/or Physical	Hearing Visual Physical

#### Supporting pupils with medical conditions

Where children with SEN 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.

### **B3 Curriculum Access and Inclusion**

Kirtlington Church of England Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

#### **B4 Nurture Group Provision**

At Kirtlington CE Primary School, we believe that doing well at school is an important factor for the healthy development of children. At school, children need to be able to cope with many situations. They try out and learn new skills, cope with change, face problems, make and keep friends, care about other people, know when things are right and wrong, and make positive choices. Children, like adults have different capacities to cope, and for some children, expectations can sometimes be overwhelming. To meet the needs of these children, we extended our range of intervention programmes to include Nurture groups.

Nurture groups provide a small and emotionally secure, supportive environment where each child is valued, understood and has their emotional and social needs met appropriately. Groups meet once a week with the same ELSA trained Teaching Assistant, enabling children to build trust and confidence with the adult and with their peer group.

#### **B5 English as an Additional Language Policy**

At Kirtlington CE Primary School we:

- Recognise the child's mother tongue - this doesn't mean they have 'no' language, they have a different language/s.
- Value cultural differences and foster a range of individual identities.
- Boost pupils' self-esteem - remember, they have the potential to become bilingual adults.
- Understand it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Accept that literacy in a home or community language can support English literacy - there are cultural, social and technical variations in literacy in different contexts.

Identifying Pupils' Strengths:

- Pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences.
- We recognise the cultural differences brought by the pupil to the class as a bonus and use this in our teaching.

Expectations

As a school we have high expectations of all pupils and expect pupils to contribute to discussions giving more than one-word answers. Most bilingual pupils are capable of high achievement, even when they are beginners in English. The literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages. The process of becoming literate in either a first or an additional language has both similarities and differences and we understand that knowledge of the particular features of the child's mother tongue can help.

Through our Teaching and Learning Strategies we aim to:

- Ensure that EAL pupils are set appropriate and challenging learning objective.
- Recognise that EAL pupils need more time to process answers.
- Talk about language and literacy with peers and adults as this is essential - it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand much more English than they use - this will pass if their self-confidence is maintained).
- Group children - to ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken.
- Bilingual support from either fellow professionals or from volunteers (such as parents) is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary.
- Use collaborative learning techniques - encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or

report for the class; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together, so that they can discuss their work in their mother tongue before using English.

### **B6 Evaluation Success**

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

### **B7 Complaints Procedures**

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILD CARE**

### **C1 Staff Development**

The school are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

### **C2 Links With Other Agencies, Organisations and Support Services**

The school are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, and then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

### **C3 Partnership with Parents**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

#### **C4 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. At Kirtlington Church of England Primary 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.

#### **C5 Transfer Arrangements**

The SENCo, class teachers and Head teacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

#### **C6 Monitoring and Review**

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes.