



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY FOR OXFORDSHIRE SCHOOLS

Clanfield Church of England Primary School

Approved by:

Chair of Governors

Date:

Vice Chair of
Governors

Last reviewed:

Next review:

Special Educational Needs and Disability Policy

Our Vision and Values for an Inclusive Education

Our approach to the curriculum is to provide the highest quality provision, in all subjects, to inspire all our pupils to achieve their full potential and develop into knowledgeable, compassionate and forward-thinking citizens. At Clanfield Church of England Primary School we hold our pupils' holistic development in the same high regard as their academic attainment and achievements. We value the well-being and personal development of each individual pupil and member of staff and aim to provide a curriculum in which each member of our school family can thrive.

We trust this policy provides you with details of our inclusive approach at Clanfield CE Primary School.

We are an inclusive mainstream LEA Church of England Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).

The SENDCo, Mrs K. Smith, can be contacted via the school office on 01367 810257 or Email: office.3100@clanfield.oxon.sch.uk. Parents who have concerns about their children are encouraged to speak to their child's class teacher, who will then pass this information onto the SENDCo. The SENDCo will also meet with parents, via prior appointment. These can be made through the school office.

LOCAL OFFER: The local offer for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND.

OCC Local Offer website: www.oxfordshire.gov.uk
www.oxfordshire.gov.uk/cms/publicsite/special-educational-needs-and-disability-local-offer

Definition of Special Educational Needs:

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local authority; and
- c) Are of compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- For children under two, educational provision of any kind

Section 312; Education Act 1996 (updated)

<http://www.legislation.gov.uk/ukpga/1996/56/section/312A>

Definition of Disability:

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. The effect must be; substantial (that is more than minor or trivial), long-term (that is, have lasted or is likely to last for at least a year or for the rest of the life of the person affected) and adverse.

Aims:

We at Clanfield CE Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the best outcomes. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Clanfield CE 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 National Curriculum.

In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development

- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented

Roles and responsibilities:

Provision for children with special 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 those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor, Mrs Olivia Hawkins, who takes particular interest in this aspect of the school.

The Co-Head teachers have responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEND
- Ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Governing Body will ensure that:

- The necessary provision is made for any pupil with SEND
- They have regard to the requirements of the *SEND and disability Code of Practice (2014)*
- The provision of children with special needs and/or looked after children is monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- They report to parents on the implementation of the school's SEND policy
- They are fully informed about SEND issues
- They support appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- The quality of SEND provision and provisions for LAC (Looked After Children) is regularly monitored.

The Special Educational Needs and/or Disability Co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Co-ordinating the provision for pupils with SEND
- Supporting class teachers in devising strategies, supporting staff with creating SEND Plans, supporting the setting of targets and outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND
- Contributing to the in-service training of staff
- Supporting and advising teaching assistants who work with children with SEND
- Liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

The designated teacher for looked after children will:

- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- Ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Prioritise looked after children for one-to-one tuition
- Promote good home-school-agency links
- Be a source of support for all staff working with looked after children.

Class teachers are responsible for:

- The progress and attainment for pupils with SEND in their class
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum where necessary
- Delivering the targets and outcomes of pupils' SEND Plans.
- Ensuring that they access all available information and support to enable them to make appropriate educational provision for looked after children and children with SEND
- Working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of looked after children and children with SEND.
- Provide guidance for TAs in supporting pupils with SEND, ensuring there is an understanding of their needs.
- Utilising the school's Google Drive to access information, reports and resources.
- Tracking the progress and recording the attainment for pupils with SEND, as part of who school monitoring or for any interventions that the pupils may be participating in.

- Hold pupil progress meetings for SEND pupils and their families 3 times each year.

Teaching assistants and SEND Support assistants should:

- Feedback to teachers about pupils' responses to tasks and strategies, feeding into the review process of SEND Pupils.
- Undertake requested training to upskill in areas that are relevant to the children in their class/whole school e.g. Autism Level 1
- Lead interventions, group support and support to individual pupils as deployed by the teacher and SENDCo.
- Assess pupils on behalf of the teacher and the beginning and end of an agreed intervention.

Identification, Assessment and Procedures

We identify SEND needs in children in the following ways:

- Observations and assessments in class setting
- Parental and teacher discussion
- Class teacher concerns discussed with SENDCo
- Ongoing observations and assessment, checking against age related expectations
- Support and advice from outside professionals (with parental consent)

Our staff meet to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs. The school operates a four part cycle in order to identify children who may have special educational needs.

This is through the process of:

- Identify and Assess (the child's needs)
- Plan (support)
- Do (support/actions)
- Review (outcomes)

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

If, after additional or different strategies have been used and there is no significant improvement in the child's progress, then class teacher and SENDCo, in consultation with parents, will refer a child for external support. When a multi-agency approach is required, an Early Help Assessment (EHA) may be completed and termly 'Team around the Family' (TAF) meetings may follow.

For a few pupils the help provided at SEND level may not be sufficient to enable the child to make adequate progress or the school may need more funding to support the child within their setting. In this case the school, in consultation with parents and any external agency already involved, will consider asking the LA to initiate an Educational Health Care Plan (EHCP) This will be initiated if the child continues to make little or no progress in specific areas over a long period of time, continues working substantially below expected National Curriculum standards and/or continues in having difficulty in developing literacy and numeracy skills. Intervention at this level may also be necessary if a child has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, has sensory or physical needs and requires additional specialist equipment, advice or visits from a specialist service or has on going communication and interaction difficulties that impede the development of social relationships that cause barriers to learning.

SEND Provision

Our staff receive training and all of our teachers hold Qualified Teaching Status. The SENDCO has gained the National SENDCo Award.

Teachers are supported in catering for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

As well as having a NASENDCo qualified SENDCo, we also have staff that will have additional training in the following areas:

- Dyslexia
- Autistic Spectrum Disorder

We aim to ensure that all staff working with learners who have SEND possesses a working knowledge of the difficulty to help them in supporting access to the mainstream curriculum.

We will make reasonable adjustments to our practices in order to comply with the Equality Act (2010). Clanfield CE Primary School Having identified needs, we seek to match provision to the needs of our children. Our SENDCo monitors the impact of additional support through regular meetings and tracking of pupil progress and shares this information with the Governors Curriculum Committee regularly.

Teaching children with SEND

Our Leadership Team lead on inclusive practice. They meet with staff each term and review every child's progress and identify any additional support needed. Additional support or interventions are reviewed each term in order to monitor their impact and to adjust them as needed. At Clanfield CE Primary School we recognise that the quality of teaching within the

classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. This year academic year, all teachers and TAs will have the opportunity to attend Autism Level 1 training and Attachment and Trauma Training. We adopt a graduated approach to meeting the needs of all pupils through quality first teaching and our staff make reasonable adjustment to help include all children, not just those with SEND. For example, visual signs, symbols and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies, such as communication cards and now and next boards.

How we adapt the curriculum and learning environment for children with SEND

At Clanfield CE Primary School we provide a challenging curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning methods in order to include all learners. Staff differentiate the children's work, resources and support to enable access to the curriculum, however, the high expectations and aspirations for all pupils remain high. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work. Continued support by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Clanfield CE Primary School

Evaluating the effectiveness of provisions for pupils with SEND

We ensure that resources and interventions to support the children's learning/ and development needs are allocated within budget. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Our budget is allocated according to the higher needs funding allocation and is therefore carefully aligned to individual needs and our School Development Plan. Some of the funding the school received may go towards funding training so that in-house provision is based on quality first teaching and support. Each term we review the needs of the cohort as a whole and then each individual pupil with SEND to see provision needs to be amended.

Inclusion of pupils with SEND in school life

We promote involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Different steps are taken to prevent children with SEND being treated less favourably than other children and some examples of these are:

- Global Citizenship - celebrating and recognising differences
- Promotion of SEND awareness weeks e.g. National ASD awareness week
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities

- Personal Development opportunities
- Focus on an ethical, diverse and values driven curriculum

As needed, additional staff may accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. It's important to know that the leadership team and staff at Clanfield CE School are champions of children with SEND, holding high expectations and aspirations for them, with a commitment to each and every one of them meeting their full potential.

Support for improving social and emotional development

As a school we focus on 5 strands of development:

- Ethical Citizenship
- Inner Curriculum
- Attitudes and Skills for Life
- Self - Expression
- Relationships

Clanfield CE Primary School We believe these strands help us to focus on both academic, but equally as important, the holistic development of our pupils. Including all pupils in activities to develop these strands within the curriculum endeavours to develop positive mental health and wellbeing. Anti-bullying and E-Safety lessons are taught, as relevant to the children's age and we are developing a new robust PSHCE Curriculum in line with the 2020 Statutory Curriculum, again, to support the emotional and social wellbeing of all our pupils. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher. In addition, we have a pupil anti-bullying ambassador team within the school. Our Co-Head has also attended training on 'Learn Quality, Live Equal' aimed at tackling homophobic, bi-phobic and transphobic bullying.

External Support

The school works in partnership with external agencies. The school seeks support from these agencies according to the child's needs. External support regularly includes:

- Educational Psychologist
- LCSS
- Learner Engagement Team
- CAMHS
- Attendance Officer
- Communication and Interaction Team
- School Nurse
- Speech and Language Therapy Service

- Advisory Teachers
- Physical Disability Team
- Occupational Therapy

The SENDCo and class teacher liaise with the support agency to review progress and discuss strategies being used. The SENDCo will work with the class teacher to ensure advice given by external agencies is reflected in the child's SEND Plan. Parents are invited to meet with external agencies involved with their child.

Admissions for pupils with SEND

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or Clanfield CE Primary School
- the attendance and needs of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Arrangements for Complaints

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the school's complaints procedure can be found on our school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Further information on the Local Authority's Local Offer can be found at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

A link to the Equality Act 2010 is here: <http://www.legislation.gov.uk/ukpga/2010/15/data.pdf>

A link to SENDIASS () can be found here:
<https://www.oxfordshire.gov.uk/residents/childreducation-and-families/education-and-learning/special-educational-needs-and-disability-localoffer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

SENDIASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old. SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

This policy has been approved by:

Chair of Governors:

Vice Chair of Governors:

Date:

Date to be reviewed: