



Radley CE Primary School & Foundation Stage Unit

Jesus said, "I come to give life - life in all its fullness," John 10:10

Policy for Special Educational Needs

Central to our Christian vision of '*Living life in its fullness*', along with our aim for '*every child to achieve success to the best of their abilities in a welcoming hub of learning, providing a vibrant wealth of opportunities*' that all members of our community who have a special educational need or disability are welcomed and able to thrive.

Our values of **Relationships**, **Resilience** and **Respect** also lie at the heart of all we do. Therefore we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are taught exceptionally well through our ambitious curriculum which encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that all of our children are exposed to the richest and most varied opportunities that we can provide. We value not only academic success, but social, emotional, moral and spiritual growth as well. We have high expectations and high aspirations for every child in our school, providing a wide range of opportunities which help them to develop a lifelong love of learning. We raise aspirations and expectations for all pupils, including those pupils with SEND by working in close partnership with parents/carers and listening to pupils. We work closely with external agencies to ensure that our children receive targeted, high quality support, which is relevant to their needs so that all are able to become independent and successful learners. We acknowledge that a proportion of children may have SEND at some time in their education. Many of these children 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.

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

High quality teaching that is differentiated and personalised will meet the needs of the majority of children. Some children need educational provision that is additional and different to this. This is special education 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 education provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or
- have a disability that makes it hard for them to access facilities within the school.

Aims

We at Radley CE Primary School and Foundation Stage Unit believe that each pupil has individual and unique needs. However, some pupils require more support than others. If all pupils are to achieve their full potential, we must recognise this and plan accordingly thus removing barriers to achievement. We acknowledge that a 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. Radley 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 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 promote positive attitudes and individual confidence, ensuring all children experience success
- to involve parents/carers in planning and supporting in the stages of their pupils' development

- to make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

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 SEN Governor) who takes particular interest in this aspect of the school. Our named governor is **Mr Tim Stead**.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, 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.

Headteacher

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

SENCo

The Special Educational Needs Co-ordinator (SENCo) is **Mrs Julie Ilsley**. She works closely with all staff, the Headteacher, parents and outside agencies ensuring a high quality provision for the children.

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping staff to identify pupils with special educational needs
- liaising, when necessary, with parents of pupils with SEN, 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 SEN register and SEN records
- contributing to the in-service training of staff
- acting as Designated Teacher for looked after pupils with SEN
- liaising with the governors' representative
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Teaching Staff and Teaching Assistants

Class teachers 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 monitoring 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 regularly to discuss SEN issues. The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at Staff Meetings. Special Needs provision is an integral part of the School Development Plan.

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 of pupils with SEN. Pupils with Education Health and Care Plans also have an Annual review which is coordinated by the SENCo. Where there is a concern that parents need extra support, the staff may refer them to a suitable Outside Agency such as SENDIASS or CAMHS. If the situation becomes more worrying, the Early Help/TAF process would be used to identify areas for change and engage support from other professionals.

A4 ADMISSION ARRANGEMENTS

Radley CE 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 Education, Health and Care Plan subject to the wishes of their parents 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 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 red files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

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

Specialist training among the staff

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.

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.
- Further specific funds may be allocated to pupils with Education, Health and Care Plans.

Radley School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide 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. 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, SENCo and child's teacher 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 coordinated 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. Radley 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 and Quality First Teaching
- 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 will work together with the class teacher, parents and specialists (if appropriate) to 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, the 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, this includes putting in place recommendations from Outside Agencies.

Reviews of children with SEN support are held at least three times a year and led by the class teacher. 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 and Trackers.

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	Speech, Language and Communication needs. Examples: Autistic Spectrum Disorder including Aspergers and Autism.
Cognition and Learning	Learning difficulties.

	Examples: Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia.
Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Examples: Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
Sensory and/or physical	Hearing Impairment, Visual impairment. Physical disability, Multi-sensory impairment

Supporting pupils with medical conditions

Where children with 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

Radley C E School strives to be an inclusive school, fostering 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 EVALUATING 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 the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results: for individual pupils and cohorts
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN governor
- school self-evaluation
- monitoring the quality of Pupil Profiles and review meetings
- the School Development Plan

B5. ARRANGEMENTS FOR COMPLAINTS

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher or the SENCo. 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 school's complaints procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

C Partnership within and beyond the school

C1 STAFF DEVELOPMENT

The school are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based INSET and training sessions for the SENCo, teachers and TAs. The SENCo regularly attends County and Partnership meetings. 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 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 is able to call upon the expertise of several support services. These support services are only contacted 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 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

The staff at Radley CE Primary School strive 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.

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 needs/development 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 available to parents so they may use it if they wish, and information is also 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 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 Radley CE Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally), this may be attending part of a review meeting, depending on their level of maturity or by contributing in other ways (this may include using drawing or discussion)
- talking to TAs and teachers about their learning

Every Child Matters focuses on the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances are to have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

C5 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for at least a day and often, extra sessions are provided for children that have SEN. Representatives from the local Secondary Schools visit our SEN pupils to aid the transition process. The SENCo, Year 6 teachers and TAs liaise over the transfer procedure and meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new school.

For pupils with Education, Health and Care Plans, the child's plan 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 order to support this important transition.

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.

This policy will be reviewed in two years.

This policy is intrinsically linked with other school policies, including the:

- Anti-Bullying Policy
- Behaviour Policy

- Collective Worship Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Early Years Behaviours for Learning Policy
- Equality and Social Inclusion Policy
- IT Policy
- Policy for Learning and Teaching