

Special Educational Needs and Disabilities (SEND) Policy

Introduction

The following policy statement outlines the special educational provision offered at Cholsey School. It has been drawn up in accordance with the Department for Education Code of Practice 2015.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Objectives of the policy

This policy sets out the principles and procedures by which we aim to meet children's special needs. It is intended to inform any interested person, including parents, teachers and governors, and to improve practice and unify the approach within the school.

Definition

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

(Code of Practice DfE 2015)

Special Educational Needs are categorised in the code of practice under the following headings:

- Cognition and learning needs - Specific learning difficulties/dyslexia
- Behaviour, emotional and social development - Emotional and behavioural needs
- Communication and interaction - Speech and language, Autistic Spectrum Disorder (ASD)
- Sensory and/or physical - Hearing needs, Visual needs, Physical needs

In the context of this policy, these needs entail extra, or in some way different, educational provision from that which is provided for most children in the school.

Definitions can be found in the Code of Practice 2015.

Principles

1. We value all children as individuals. They are all entitled to a broad, balanced and relevant education. We celebrate all children's achievements and the contributions they make to the school community.
2. At Cholsey School, every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.
3. Children with special educational needs and disabilities are included as part of their class group, although they may be withdrawn for some periods of time to meet their individual needs. We believe that we can provide equality of opportunity through quality first teaching at all times, adapting the environment or resources to remove barriers to learning.

4. All teachers have a responsibility for identifying, assessing and meeting children's individual needs.
5. We involve parents actively in identifying, assessing and meeting the needs of their children. We involve pupils in their own learning, taking account of their views and encouraging high aspirations.
6. We are fully committed to inclusion and make every effort to welcome and accommodate every child. To this end and, in consideration of pupils' varied life experiences and needs, we ensure that the whole school curriculum is available to all pupils, with equal and appropriate access to school experiences, regardless of gender, race, faith or disability. This is in line with the Equality Act (2010). <https://www.gov.uk/guidance/equality-act-2010-guidance>

Roles and Responsibilities

1. Internal to the school

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) and the Senior Leadership Team are responsible for the general oversight of the school's Special Educational Needs and Disabilities (SEND) policy, including monitoring the achievement of children on the SEND register. The SENDCO is responsible for co-ordinating the provision for children with SEND, which may include: providing resources, signposting parents and teachers to appropriate resources or sources of support, referring to external agencies for advice and support, making funding applications, including Education, Health and Care Plan assessments when appropriate, sourcing and implementing interventions, deploying support staff to work with individual children or to support in a general role in the classroom. The headteacher takes account of SEND as part of planning for the whole school, including its place in the School Development Plan.

The SENDCO is responsible for the day to day co-ordination of SEND provision throughout the school. They are responsible for recording systems and making sure that records are kept up to date. They advise and support staff in their work with children with SEND and liaise with parents, multiple external agencies and the governor responsible for SEND.

Class teachers and teaching assistants are responsible for the day to day progress of children with SEND. This includes updating Pupil Profiles, delivering interventions and keeping positive links with parents.

The SENDCO is Kate Norman. She can be contacted via the school office (tel 01491 651862 SENCO@cholsey.oxon.sch.uk).

2. External Agencies

The SENDCO and class teachers work closely with external agencies that support the child or family. Parents are contacted prior to an initial visit from an external support agency and reports and recommendations are shared following a visit.

These agencies include:

Educational Psychologist

SENSS (Including specialist teachers for communication and Interaction, behaviour, and specific learning difficulties)

Speech and Language Therapists

Occupational Therapists

Education Social Worker (ESW)

Specialist Medical Staff including the school nurses team

Further information about available external agencies within Oxfordshire can be found on the Local Offer page:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Procedures

Working in Partnership with Parents:

At Cholsey Primary School we believe that a close working relationship with parents is vital in order to ensure that

- Early and accurate identification and assessment of SEND leads to correct intervention and provision
- Social and academic progress of children with SEND is accelerated
- Personal and academic targets are appropriate

We have formal and informal meetings to share progress with parents. We discuss with parents any outside intervention, and we share decision making by providing clear information relating to the child. Individual pupil profiles are discussed during review meetings between parents and the class teacher which take place three times each year.

If an assessment or referral indicates that a pupil has additional learning needs, parents and pupil will always be involved in making decision regarding future provision. Parents are invited to attend meetings with external agencies and are kept up to date with reports and recommendations made for their child.

Working in Partnership with OPEN

The SENDCOs of the OPEN schools work closely together to share good practice and discuss the implementation of new government initiatives. As part of this partnership we also carry out annual reviews of SEN practices in each school. This involves a focused look at one or two aspects of SEN provision, with areas for development identified, carried out and reviewed over the following year.

Facilities for pupils with SEND:

The school's Equality and Accessibility Plan is reviewed regularly with the Governors to ensure access for all.

Physical environment:

- There are ramps and handrails to all raised points of access.
- Adapted toilet facilities.

Assistive technology:

- The ICT team is consulted and will carry out assessments for children with SEND if requested.
- Laptops and iPads with SEND specific resources are available for use within school.

Increased access to the curriculum and assistance during examinations:

- Pupils who meet the criteria for extra time, a scribe or a reader, will have access to these arrangements during assessments.

Nurturing Programmes:

It is important for all children to have a voice. We run nurturing interventions to support children with social and emotional needs which are planned around specific groups of children.

We encourage all staff to develop good relationships with children so that all children feel they have someone to talk to in school. We also employ a full time Family Support Worker to support families. We also meet children's needs by providing external support where appropriate.

Identification, assessment and review:

In identifying, assessing and assisting children with special educational needs the school follows the guidance from the Code of Practice 2015.

Usually children are identified as having special needs when concern is expressed by parent or teacher. Early identification and support are essential.

Before a child can be put onto the SEND register, staff will make observations, discuss these with parents and SENDCO, complete Oxfordshire descriptors and implement strategies to support the child in the classroom. Following these processes, a meeting will be held with parents and the child's name added to the SEND register.

Admission arrangements

Cholsey Primary admission policy is available via the school's website. All admissions to the School are managed by Oxfordshire County Council. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

Progression within school

From Pre-school to Foundation stage:

- The Foundation stage staff liaise closely with staff at pre-school settings and the EYSENIT (Early Years Special Educational Needs Inclusion Team) to pass on information about children with SEND. If the needs are complex then the SENDCO will attend review meetings.
- If appropriate, additional visits to the usual transition arrangements will be made for children with SEND.

Shortly before, or just after transfer to the Foundation Stage, the school will receive any relevant paperwork and records referring to the child's SEND. This information will be held by the SENDCO and shared with the Foundation Stage staff.

Transition from year group to year group within school:

- Handover meetings are held during the summer term.
- Classroom pupil profile folders are set up ready for the start of each new academic year.
- Often, additional transition visits will be made to the new classroom and with the new teacher.

From Key Stage 2 to Key Stage 3:

- The SENDCO has meetings with the receiving secondary schools to discuss the transition of children with SEND.
- Staff from receiving secondary schools are invited to year 6 annual review meetings.

- Often additional visits to the receiving school are arranged.
- All relevant paperwork is handed on to the new setting just before, or shortly after transfer.

Quality First Teaching:

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored.
- Summative data for reading, writing and maths for children with SEND is collated and analysed six times each year. Rather than focusing on a single data collection method, teachers assess progress in interventions and independent class work. Other areas of are also assessed, for example, attendance and personal development.
- The child's class teacher will implement strategies and interventions to support the child's progress.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents are encouraged to share information and knowledge with the school.
- Meetings between parents and the SENDCO will be held when appropriate. These can be requested by either party.

Evaluating the Success of Provision:

Pupil progress will be monitored on a termly basis in line with the SEND code of practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2015.

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> and regulation 51 and schedule 1 of the SEND regulations 2014. <http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>

Education Health Care (EHC) Plans

The EHC plan is for children with more complex needs. Before being able to apply for an EHC plan staff will explore all avenues of support available through the local offer.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/education-health-and-care-plans-and-assessments>

Record keeping

Reviews of the Pupil Profile take place in terms 2, 4 and 6. These reviews involve parents and the child. The Pupil Profile is kept in the classroom folder and is identified to any supply staff working within the school. Pupil Profiles are working documents and annotations/updates are made on them regularly. Each child identified as having SEND has an intervention book in which notes and evidence can be collated. These move through the school with the child. They are a useful resource in which to keep records of intervention as well as to share ideas between adults working with the child.

Training

There are opportunities for training across the OPEN academy group, external providers and internally.

Support

If parents require further support they may contact SENDIASS. SENDIASS supports parents of children with an additional need.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

Remote Learning

If a child needs to isolate or is not able to attend school due to national or local closure, they will be able to access a remote classroom using Google Classroom. They will have regular contact with their class teacher or other adults known to them through some live lessons. If a child is working at a very different level to the other children in their class, they may have their own virtual classroom. Their teacher will post useful resources and set activities at a level the child is more likely to be able to work through independently. Children with Education, Health and Care Plans will be encouraged to attend the reduced provision offered by the school. Children who are undergoing assessment for an Education Health and Care Plan may be invited into the reduced provision in the school if it is felt they would benefit more from being in school than trying to learn independently at home.