



Bletchingdon Parochial CE (VA) Primary School

Special Educational Needs Policy –reviewed 2016

‘Learn and Believe, Inspire to Achieve’

At Bletchingdon Parochial CE (VA) Primary School, we believe that everyone can achieve their potential. Through supportive, yet challenging teaching we inspire our children to learn.

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Aim

At Bletchington we aim to ensure that the children in our school are provided with high quality, inspirational and purposeful learning experiences that lead to a consistently high level of pupil progress and achievement.

The aims of this policy are to:

- I. Ensure the school use their best endeavours to make sure that every child with SEN gets the support they need
- II. Ensure that the child's welfare remains paramount, and that the best interests of the whole child are central to all joint work
- III. Ensure that the child has a voice in this process to enable their wishes and feelings to be taken into account, in the light of his/her understanding
- IV. Ensure early identification of children's needs and early intervention to support them
- V. Ensure high quality provision to meet the needs of children with special educational needs
- VI. A focus on inclusive practice by removing barriers to learning
- VII. ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- VIII. Make clear the expectations of all stakeholders in the process
- IX. Work in partnership with children, parents and carers to enable and encourage them participate as fully as possible in decisions, and providing them with the information and support necessary to enable participation in those decisions
- X. Identify the roles and responsibilities of staff in providing for children's special educational needs

Definition

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in school.
3. A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be, taught. (Section 312, 1996 Education Act).

4. In defining 'learning difficulty' the school includes those arising from emotional and behavioural difficulties.
5. This policy does not include those children with additional needs who may be able or gifted. However, many of the approaches that are used, for example individual programme planning or differentiation of the curriculum, may apply.
6. A child with a physical disability will not necessarily have special educational needs, but may need a school environment that has physical adaptations or specialised equipment in order to ensure their access both to the building and to the curriculum.
7. Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

1. Introduction

- 1.1. This policy has been written in line with the expectations and guidelines of the SEND Code of Practice 2014.
- 1.2. High quality teaching that is differentiated and personalised and assessment lies at the heart of effective learning and makes a significant difference to the lives of the children in our school.
- 1.3. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children. Some children have barriers to learning which mean that they have special needs and require particular action by the school.
- 1.4. Teachers take account of the special educational needs presented by the children they teach and make provision to support individuals or groups of children through rigorous assessment and planning. This will ensure that all children are able to access and participate fully in the curriculum.
- 1.5. Children may have special educational needs at any point during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no particular action is required.

2. Inclusion

- 2.1. All early years providers have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.
- 2.2. All children should be equally valued whether or not they have special educational needs. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved where this diversity is recognised and regarded positively.

- 2.3. The education of children is a shared professional responsibility. The inclusion of pupils with special educational needs is also a shared professional responsibility, shared by all staff within early years, at school and Local Authority levels.

3. Medical Conditions

- 3.1. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

4. Identification and Assessment

- 4.1. The benefits of early identification are widely recognised - the School is committed to early identification of special educational need and adopts a graduated response to meeting these needs in line with the Code of Practice 2014.
- 4.2. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that a child is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary.
- 4.3. There is no need for children to be registered or identified as having special educational needs unless the school is taking additional or different action. Children who have disabilities but no special needs will be recorded on the school's medical register.
- 4.4. Regular assessments of progress for all pupils should seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap.
- 4.5. The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

- 4.6. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.
- 4.7. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the early help assessment, may be appropriate.
- 4.8. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe.
- 4.9. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- 4.10. Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN.
- 4.11. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

5. Broad Areas of Need

Communication and interaction

- 5.1. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 5.2. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

- 5.3. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 5.4. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 5.5. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 5.6. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

- 5.7. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing

impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

- 5.8. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

6. Provision

- 6.1. Teachers should know precisely where the children with SEN are in their learning development, and should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

- 6.2. Special education provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support listed in section 5.

- 6.3. These areas give an overview of the range of needs that teachers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and seek to address them all, using well-evidenced interventions targeted at areas of difficulty and where necessary specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

- 6.4. Teachers take account of the type and extent of the difficulties experienced by individual children with SEND in their short term planning and provide resources, supports for learning and detailed plans for TAs.

- 6.5. TAs will record assessment outcomes and the progress of individual or small group interventions on a record sheet(s). These will be kept in individual children's SEND Provision Folders.

- 6.6. SEND Provision Folders will contain the following:

- 1) The child's current Pupils Profile, IEP and any preceding IEPs for that school year
- 2) A weekly timetable of intervention
- 3) Record(s) of outcomes and progress towards each IEP target
- 4) Assessment records before, during and after the review period
- 5) Evidence of progress
- 6) Outside agency reports e.g: the Educational Psychologist, SNAST, Speech and Language, Autism Outreach Service etc
- 7) Historical IEPs and supporting documents will be stored in the SEN cupboard in the PPA room.

7. Involving Specialists

- 7.1. Where, despite purposeful action by the school, a child continues to make little or no progress over a sustained period, the SENCO will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers. The decision to involve specialists should be taken with the child's parents.

8. Education, Health and Care Assessments and Plans

- 8.1. When a class teacher or the SENCo identifies a child with SEND, the class teacher must provide interventions that are additional to and different from those provided as part of the School's usual differentiated curriculum (School Action).
- 8.2. Where it is considered that further support is needed the SENCo will refer the individual pupil to the appropriate external service e.g. Occupational Therapy, Paediatric, Child and Adolescent Mental Health (PCAMHs), Autism Advisory Service
- 8.3. An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. EHC Plans will be extended to young people aged 25 to support young people into adulthood.
- 8.4. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.

What are the benefits of an EHC Plan?

- On the EHC Pathway schools are able to consider a child's or young person's needs across education, health and care.
- Parents/carers may have a key worker to help them through the process.
- The views of young people and families about an individual's needs and their hopes for the future are a key aspect of the process.
- A Personal Budget may be available to families to choose how to support the child or young person.
- The time taken to produce an EHC Plan is 20 weeks.

6. Statements of SEND

- 6.1. All Local Authorities have until April 2018 to transfer all existing statements to the new EHC plans. In Oxfordshire, a transfer plan has been produced which sets out the process that will be followed to convert all existing statements of SEN into an EHC Plan. The plan has been set out in phases and will span from September 2014 to April 2018.

7. Pupil Profiles

- 7.1. Provision/action that is additional to or different from that available to all pupils will be recorded in a Pupil Profile. This will often be written by the class teacher but always in consultation with the SENCo, teaching assistants, pupils, parents/carers. It may also involve consultation and advice from external agencies.
- 7.2. The Pupil Profile will set targets for the child and will detail:
- Initial assessment information
 - The short-term targets set for the child
 - The teaching strategies to be used
 - The provision to be put in place
 - What parents/carers can do to support their child with learning at home
 - When the plan is to be reviewed
 - How progress will be measured.
- 7.3. The Pupil Profile will be reviewed 3 times per year and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities by completing the self-evaluation section. Parents/carers will also be invited to participate in the target-setting and review process.
- 7.4. Teachers, alongside Teaching Assistants are expected to complete the Pupil Profile Review Record before a meeting, and provide information on the impact of strategies and resources outlined in the SEND Plan.
- 7.5. If the School has evidence that a child is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

8. Involvement of Pupils

- 8.1. We recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:
- Identifying their own needs and developing an understanding about their own learning (self assessment).
 - The self-review of their own progress and in setting new targets

9. The role of the SEN/D co-ordinator

9.1. The person responsible for co-ordinating the day-to-day operation of the SEN/D policy is the Headteacher – Louise Hatton

9.2. The special needs co-ordinator is responsible for:

ensuring all practitioners in school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN

- advising and assisting colleagues
- Maintaining the Special Needs Register
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs
- Contributing to in-service training for staff
- Assisting class teachers to draw up Pupil Profiles in consultation with other staff members and parents, where appropriate
- Ensuring parents are closely involved throughout and that their insights inform action taken by the school
- Liaising with professionals or agencies beyond school
- Co-ordinating Annual Reviews for children with statements.

10. Transition

10.1. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

10.2. Advanced planning for pupils in Year 6 will allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

10.3. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

11. Raising Complaints

11.1. The School's complaints procedure is set out in the Prospectus. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.

11.2. We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.

11.3. Informal complaints can be discussed with the class teacher.

11.4. Formal complaints can be discussed with the SENCo and/or the Headteacher in the hope that a satisfactory resolution can be found.

11.5. The Governor with responsibility for Special Educational Needs may be consulted.

12. Governors' Role

- 12.1. The Governor who is responsible for overseeing SEN/D provision is Kate Pick.
- 12.2. The Governing Body supports the LA admissions criteria which does not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.
- 12.3. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school works in partnership with the LA on an Accessibility Plan.

13. Partnership with Parents

- 13.1. At Bletchington, we believe that parents have a fundamental role to play in helping children to learn.
- 13.2. Parents are involved at every stage of the SEN/D profiling system. We believe it is essential to have a good dialogue with parents of children with special educational needs and value the information and insight they can provide us with. By allowing parents and carers opportunities to discuss ways in which they and the school can help their child, we can focus on the child's strengths as well as areas of additional need.
- 13.3. We aim to ensure parents and carers feel welcome. We encourage them to inform School of any difficulties or needs they perceive their child may have, by instilling confidence that the School will listen and act promptly and appropriately.
- 13.4. We believe that parents have the responsibility to support their children and the School in implementing the School's policies. We would like parents to:
 - Ensure that their child has the best attendance record possible
 - Do their best to keep their child healthy and fit to attend school
 - Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
 - Promote a positive attitude towards school and learning in general
 - Fulfil the requirements set out in the Home-School Agreement
 - Support and be involved in the school's work for pupils with SEN/D
 - Agree to and support the school's Homework Policy and Internet Code
 - Support extra-curricular activities, such as concerts, educational visits etc
 - Encourage and support the School's ethos for 'achieving excellence together'.

14. Monitoring and Review

- 14.1. The policy is reviewed where there are changing circumstances and at least once every two years.
- 14.2. INSET needs are reviewed regularly. Staff meet regularly with the Headteacher to identify their individual INSET needs.
- 14.3. The SEN/D Governor visits the school to monitor the progress and provides feedback to the Governing Body. The Governors report on the success of the policy in the annual report to parents/carers.

14.4. Monitoring will consider the following:

- Is there effective communication between staff, parents and SEN/D coordinator?
- Are the SEND Plans addressing the needs of the pupils?
- Do the pupils know their own targets?
- Are pupils making good progress and achieving their targets?
- Are we identifying pupil's difficulties early and quickly?
- Do we make full use of our SEN/D resources?
- Are parents happy with the provisions for SEN/D pupils?
- Are links with other agencies effective?
- Is advice from other agencies being used effectively to support individual children?

15. Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Teaching and Learning Policy
- Behaviour Policy
- Anti-bullying Policy
- Safeguarding Policy
- Inclusion Policy
- Exclusion Policy
- Working Together to Safeguard Children (2013)

Agreed:

Head

Chair

Review April 2018 (or sooner in the event of change to legislation)