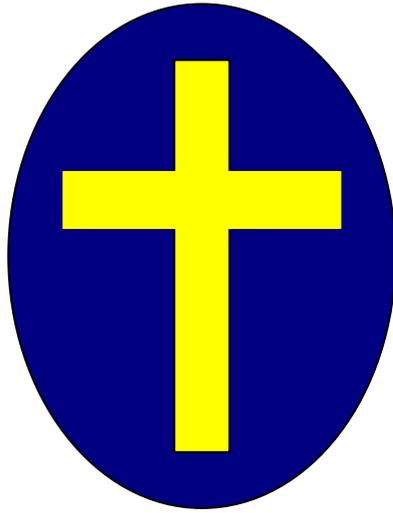


The Batt C of E Primary School



THE BATT C.E. SCHOOL

SEN Policy

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Reviewed by: P&S

The Batt C of E School

Policy for Special Educational Needs/Disabilities (SEN/D) and Additional Educational Needs (AEN)

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (*Education Act 1996*).

Aims

We at The Batt C of E School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs or additional 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. The Batt CE 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;
- to promote individual confidence and a positive attitude;
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is inclusive and differentiated;
- to give pupils with SEN/D and AEN equal opportunities to take part in all aspects of the school's provision, with reasonable adjustments, where appropriate;
- to identify, assess, record, and regularly review pupils' progress and needs;
- to involve parents/carers in planning and supporting at all stages of their pupil's development;
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- to ensure that the responsibility held by all staff and governors for SEN/D and AEN is implemented and maintained.

All staff at The Batt C of E School work towards improving the life chances and choices for all children, including those with SEN/D and AEN, through the Every Child Matters Five Outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Batt C of E School has adopted the Oxfordshire Dyslexia Policy. The school also has a Handling Policy and a Policy for More Able Pupils.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEN/D and AEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN/D and AEN 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. Teaching staff are expected to create an 'inclusive classroom environment' to ensure that SEN/D and AEN children access lessons at a level appropriate to them, with as much independence as possible.

The **governing body** in co-operation with the head teacher, 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.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN/D and AEN;
- all staff are aware of the need to identify and provide for pupils with SEN/D and AEN;
- pupils with SEN/D and AEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's SEN/D and AEN policy through the Governors' Report to Parents/School Profile;
- they have regard to the requirements of the SEN and Disability Code of Practice (2014);
- parents are notified if the school decides to make SEN/D provision for their pupil;
- they are fully informed about SEN/D and AEN issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEN/D and AEN.

Governors play a major part in school self-review. In relation to SEN/D and AEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN/D and AEN policy, and that the school as a whole will also be involved in its development;
- SEN/D and AEN provision is an integral part of the School Development Plan;
- the quality of SEN/D and AEN provision is regularly monitored.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs;
- keeping the governing body informed about SEN/D and AEN issues;
- working closely with the special educational needs co-ordinator;
- the deployment of all special educational needs personnel within the school;
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN/D and AEN policy and the effects of inclusion policies on the school as whole, e.g. through Monitoring Quality review meetings Parts 1 and 2.

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of the school's SEN/D and AEN policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- helping staff to identify pupils with special educational needs;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising with parents of pupils with SEN/D, 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/D register and SEN/D records;
- assisting in the monitoring and evaluation of progress of pupils with SEN/D through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc;
- contributing to the in-service training of staff;
- offering advice on the deployment and management of TAs;
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other;
- taking part in County SEN moderation.

Class teachers are responsible for:

- including pupils with SEN/D and AEN in the classroom, and for providing an appropriately differentiated, inclusive curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- accelerating the progress of the SEN/D and AEN children in their class to diminish the difference in their learning.
- Working closely with specialist agencies in supporting pupils with SEN/D and incorporating external advice and targets onto Pupil Profiles and Provision Maps;
- recording provision for pupils with SEN/D using a Pupil Profile and sharing this with parents, carers and Teaching Assistants every term;
- making themselves aware of the school's SEN/D and AEN Policy and procedures for identification, monitoring and supporting pupils with SEN/D and AEN;

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN/D and AEN within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings and help pupils with SEN/D and AEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN/D and AEN policy and the procedures for identifying, assessing and making provision for pupils with SEN/D and AEN;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunch-time supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the head teacher or deputy head teacher in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At The Batt C of E School:

- sharing of expertise is welcomed and encouraged;
- Special educational needs is a part of the school development plan;
- SEN/D is an item on the staff meeting agenda or the main item of a meeting at least once a term;
- the SENCo ensures that regular meetings are held, normally once a term, to review Pupil Profiles and provision, and that parents are invited;
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns;
- pupils are involved as far as practicable in discussions about their targets and provision;
- the SENCo ensures that the following information is easily accessible to staff:
 - the school's SEN/D and AEN policy;
 - the SEN/D register;

- an overview of SEN/D provision from the school prospectus;
- the school's internal arrangements for SEN/D, including a clear description of the responsibilities of all staff;
- a school SEN/D record giving the names of all pupils in the school on the SEN register, and copies of the Pupil Profiles, moderation descriptors and other relevant information. These are easily accessible to all class teachers and relevant staff.

A4 ADMISSION ARRANGEMENTS

The Batt C of E 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 SEN/D and AEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement, the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At The Batt C of E School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN/D and AEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil;
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible for use in each classroom;
- all staff are kept well-informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity;
- pupil support aims to encourage as much independence as possible within a safe and caring environment;
- we have access to the expertise of LEA services and other agencies if it is required;
- some areas of the school have been adapted to provide easy access for wheelchairs, or toilet and washing areas.

B Identification, Assessment and Provision

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN/D in four main ways:

- at the **universal** level, funding is provided on a per-learner basis for all those attending the school. This is also known as **element 1** funding. Good quality, universal provision will reduce the need for the deployment of more expensive resources;
- at the **targeted** level, mainstream schools and academies contribute the first £6,000 of the additional support required by their SEN learners from their notional SEN budget. This is also known as **element 2** funding;
- at the **specialist** or **personalised** level, top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis, paid by the local authority;
- The head teacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN/D and AEN. Resources are allocated according to need.

The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN/D budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN/D. The school has a continuing commitment to purchase appropriate resources for pupils with SEN/D and AEN when the budget allows.

Details of how resources are allocated are included in the Governors' Annual Report to Parents or School Profile.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (2001) describes SEN/D provision as provision that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEN/D and this is circulated to staff.

If a class teacher is concerned that a pupil may have SEN/D, the class teacher and SENCo will complete a 'SENCo referral form'. This gives information on the support that has already been offered to the child. If, after careful monitoring, the child has been identified as not making adequate progress over time, and they can be matched against the descriptors, he or she will move to the SEN register. A Pupil Profile is produced for that child, which is reviewed termly and shared with the parents. Children who do not meet the SEN criteria, but who are identified as 'falling behind' will continue to receive high-quality, targeted teaching appropriate to their individual needs, which could include interventions if necessary or appropriate.

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and interaction; Cognition and learning; Social, emotional and mental health needs; and Sensory and/or physical.

Code of Practice needs	Includes, for example:
Communication and Interaction (CI)	Speech and Language: Autistic spectrum disorder
Cognition and Learning (CL)	Learning: Specific learning difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia
Social, Emotional and Mental Health needs (SEMH)	Attention deficit disorder: anxiety: depression: aggression
Sensory and/or Physical (HI/VI/PD)	Hearing, Visual, Physical

Levels of Provision

Pupil Profiles

A child who is deemed to have SEN has a Pupil Profile. The child's Pupil Profile sets out their strengths, an analysis of their needs and the specific strategies that are to be used to support the child in order to enable them to achieve the desired outcomes. Pupil Profiles are reviewed once a term, with the parents/carers, the child and the class teacher. Teaching Assistants, parents and children are invited to contribute to the Pupil Profile reviews. Reviews of the Pupil Profiles indicate the child's achievements, and the small, measureable and achievable next steps that can be identified to help them achieve their longer term desired outcomes.

External Agency Support

If a pupil has not made sufficient progress despite a number of school-based interventions, alongside the advice in the OCC SEN draft Guidance checklists, it may be necessary to refer a child for additional support from outside agencies (such as a Speech and Language Therapist). They may undertake more specialist assessment and/or observe the pupil. Whilst the school may seek advice from an external service, parental permission is always sought for a formal referral. Additional support from external agencies will include 1:1 personalised interventions. These are likely to be time-limited and measurable.

Education, Health and Care Plans

For a very few pupils, the help provided at SEN level may not be sufficient to enable the child to make adequate progress. In this case, the school, in consultation with parents and the external agencies already involved, will consider asking the LA to initiate an Education Health and 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 levels and/or continues having difficulties 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 children'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 or interaction difficulties that impede the development of social relationships causing barriers to learning. The involvement of agencies from at least two settings is usually required for an application to proceed (e.g. the school/child will be receiving external professional support from either a medical setting or other form of care/support).

Annual reviews of EHCPs take place 8 weeks before the date on which the current plan was finalised. Parents and all relevant external agencies are invited to the Annual Review, including an SEN Officer if required. Any external professionals who are unable to attend provide reports. The SENCo leads the meeting and edits the current EHCP with input from all attendees, sending this to the SEN Officer for their consideration within 2 weeks of the meeting.

Common Assessment Framework (CAF)

Some pupils may have additional or more complex needs but do not meet the criteria for a referral to statutory specialist services, or may be involved with more than one agency. With parents' consent, a multi-agency common assessment may occasionally be carried out to help all agencies come to a common understanding and agree a process of working together to meet a child's additional needs. This can include children who do not have a special educational need.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and may be grouped by ability for particular teaching. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited, and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN/D and AEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their

personal development. Inclusive teaching methods should enable children to become independent learners and not to rely on adult support during lessons.

B4 EVALUATING SUCCESS

The success of the school's SEN/D 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;
 - for cohorts;
- value-added data for pupils on the SEN register;
- termly monitoring of procedures and practice by the SEN governor;
- school self-evaluation;
- the Governors' Annual Report to parents or School Profile, which contains the required information about the implementation and success of the SEN/D and AEN Policy;
- the school's annual SEN review, which evaluates the success of our policy and sets new targets for development;
- the School Raising Achievement Plan, which is used for monitoring provision in the school;
- visits from ODST and LA personnel, and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision;
- frequent meetings of parents and staff, both formal and informal, to plan Pupil Profiles and targets, revise provision and celebrate success.

B5. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/set teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint, parents are advised to contact the head teacher or a governor, if they prefer. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available to offer advice (see C1 below).

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS

The staff at The Batt C of E School will continue 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. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, and arrangements can be made following the Summer report, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).

SENDIASS provides a range of support for parents of pupils with SEN/D, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN/D at any age or stage. SENDIASS also gives information about mediation services. They can be contacted on 01865 810516, or texted on 07786 524294. sendiass@oxfordshire.gov.uk. www.oxfordshire.gov.uk/sendiass Some of their leaflets are available in school.

C2 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.

At The Batt C of E School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to TAs and teachers about their learning;
- class and individual reward systems.

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by other professionals. The school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme. The school also subscribes to the foundation package offered by OXSIT (Oxfordshire School Inclusion Team), has access to its advisory team and resources, and attends termly briefings about national SEN policy.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEN action records are transferred following county procedures;
- there are opportunities for all pupils to visit their prospective secondary school;
- pupils with SEN/D are given additional visits, if required, so that they will become more confident in the new situation;
- representatives from local secondary schools are available for consultation before the time for transfer;

- for pupils with a statement of SEN/D, the pupil's statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools concerned;
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named; This will be an EHCP transfer process.
- Representatives from Henry Box and Wood Green schools visit our school to meet pupils before transfer.
- The school's SENCo meets with the SENCo and Safeguarding Leads of Henry Box and Wood Green schools to discuss the needs of children on the SEN register and those who are under a TAF (Team Around the Family), CIN (Children In Need) or CP (Child Protection) process and who will be transferring to them for Year 7.
- The school's SENCo meets with the SENCo of St Mary's Infant School to discuss the needs of children on the SEN register who will be transferring to The Batt for Year 3 and, where possible, attends the final review of each child's Pupil Profile with parents.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school;
- meetings are arranged wherever possible between the staff involved in monitoring the pupils' progress;
- the SENCo ensures that each teacher is aware of the children with SEN/D in their new class and passes on relevant information before the new academic year begins
- there are close links between the school and the pre-schools; the pre-school leaders may meet teaching staff and/or the SENCo to discuss pupils with SEN/D and AEN when they are about to start school.

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in the area of SEN/D;
- there are opportunities for training in SEN/D and AEN issues for TAs;
- the SENCo attends the area SENCo partnership group termly meeting;
- the SENCo attends OXSIT briefings three times per year;
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school;
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information;
- the SENCo and other staff attend County meetings and INSET when relevant;
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school;
- all teaching staff involved in working with a child with SEN will jointly work on Pupil Profiles and reviews.

Person responsible for policy: Tracy Holme (SENCo)

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