



# Cropredy C of E Primary School

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY [SEND] POLICY 2020-21**

Every teacher at Cropredy Primary School is a teacher of pupils with SEND and therefore teaching such children is a whole school responsibility.

The School adheres to the SEND Code of Practice 2014 (revised January 2015) and the Equality Act 2010.

Cropredy Primary School is inclusive and we welcome all children. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEN. Teachers will have high expectations of pupils with SEN and their rate of progress will be in line with expectations. The aspiration is that these pupils will make accelerated progress in order to close the gap between themselves and their peers.

The Government Department for Education makes it clear in the SEND Code of Practice that SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.

First steps for pupils who may have SEND is through high quality, universal provision. This will come in the form of high quality class teaching, differentiated appropriately for individual pupils. Lessons will be differentiated by task, by outcome or by additional support/resources as required to meet the needs of the individual pupil. In addition to this, all pupils at Cropredy Primary School will be supported universally for their emotional and wellbeing needs.

### **Identifying Pupils with Special Educational Needs:**

Some pupils, despite high quality class teaching, do not make sufficient progress. The class teacher will discuss their concerns with the school's Special Educational Needs Coordinator [SENCO]. Together they will consider a holistic approach to improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time. Following a review of a range of assessment materials, if the difficulties continue then the child should be considered for being placed on the school's SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on or removed from the SEND register. The school will inform the parents of the additional support and interventions being put in place. When identifying a pupil's particular area of special needs, the teacher and SENCO will identify this together using the Local Authority's guidance.

### **The four broad barriers to learning are:**

- 1. Communication and interaction**
- 2. Cognition and learning**

- 3. Social, mental and emotional health
- 4. Sensory and/or physical

#### **Provision for pupils with SEND:**

**Most pupils with SEND** will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs. The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress Meetings will include discussion around the progress of SEND pupils.

**Some pupils with SEND** may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be “*additional to and different from*” normal provision within the class. **However, additional targeted intervention does not replace high quality class teaching.** The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school’s Special Educational Needs Coordinator [SENCO]. Targeted interventions will be provided by a qualified teaching assistant or the class teacher.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND. The class teacher and SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting, then this will be adjusted appropriately to ensure the pupils with SEND are being suitably targeted to make progress.

**A small number of pupils with SEND** may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include the Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy Service and/or other appropriate services.

**An even minority of pupils with SEND** may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. For pupils whose barriers to learning are solely educational, the Local Authority may award the school Additional Funding to help the needs to be met. This requires a period of evidence gathering and an application by school. Pupils whose needs are more complex and involve health and/or care needs will require a co-ordinated assessment of their special needs, again undertaken by the Local Authority, who may issue an ***Education, Health and Care Plan***. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil’s complex needs are met in accordance with the Plan.

**In very exceptional circumstances** the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the

**Education, Health and Care Plan.** This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However, the parents make the final decision on this matter.

**In addition to the SEN register** who fulfil specific criteria, there are children with significant learning needs who benefit from more than quality first teaching. This will include children who are not likely to meet age related expectations, whose progress is slower than their peers or who face barriers in their learning that require unpacking. There may be gaps in their learning that make it hard for some children to build on prior knowledge. In these circumstances, differentiating work in terms of expected quality first teaching may not be sufficient. Interventions that are responsive to exactly what children need to learn at any one time in order to build secure learning may be required.

### **Mental Health and Wellbeing**

Children with SEND are often more vulnerable and possibly less stable than other children. Factors that influence their well-being may include emotional disturbance, complex family dynamics, unfavourable economic circumstances or limited self-regulation for example. These factors may negatively impact on their capacity to make progress or limit the progress that might be expected, even with support. In addition, their capacity to express themselves in a calm, coherent and constructive manner may be very limited. Therefore, they may need regular, daily checks to monitor their well-being. To support this and help such children to share how they feel, emotional check ins with a member of staff serve to inform the class teacher. Although this might only be a starting point, it encourages children to reflect on and express thoughts about their emotional well-being to which adults in the classroom can respond appropriately.

### **Assessment, Tracking and Provision Mapping:**

To measure progress, pupils with SEND will be assessed more frequently than their peers and their progress closely tracked. This will be monitored 3 times a year at pupil profile review meetings with parents and outcomes will be adjusted if required. Mapping of provision will be undertaken by class teachers and monitored by the SENCO.

### **Partnership with Parents:**

The school encourages all parents to engage in conversations with their children's teachers to support their child's learning. When all adults work together as a team to support a child's learning their progress increases.

Parents of pupils with SEND will be strongly encouraged to work closely with the school to support their child's learning. 3 formal meetings will be offered to parents and at these meetings the pupil profiles will be discussed and reviewed. Alongside this, regular communication to parents will be endeavoured to ensure a healthy working relationship between parents, their child and the school.

Pupils with an Education, Health and Care Plan are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend. Parents with children who have an **Education, Health and Care Plan** will have multi agency support to meet their child's needs provided through the plan. This may include management of a personal budget (if appropriate)

In some very rare cases, a personal budget from an EHCP maybe made available to individuals. For more information on this please visit the OCC personal budget policy page. <https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/personalbudgetpolicy.pdf>

**The SEN Information Report:** The school will make available an SEN Information Report to sit alongside this policy, identifying more detail of how school will support pupils with SEN. This, in turn, sits alongside the Oxfordshire Local Offer.

**Transition Reviews:**

The SENCO will set up transition meetings with pre-school settings and secondary schools to ensure a smooth transition for SEND pupils. Parents will be included in these important meetings.

**Training for Staff CPD:**

All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

**Looked After Children:**

If the Designated Teacher for Looked After Children is not the SENCO, that teacher must work very closely with the SENCO.

**Governor for SEN:**

The school has a designated governor for SEN who will meet regularly with the SENCO to discuss the needs and provision of SEN pupils as well as discussing progress data.

This policy was approved at a meeting of the full governing body on:

Signed..... (chair of governors)