



Cropredy CE Primary School

SPECIAL EDUCATIONAL NEEDS AND DIFFICULTIES POLICY
(ADDITIONAL EDUCATIONAL NEED)

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Cropredy CE Primary School Special Educational Needs and Disability Policy 2022-23

Our Special Educational Needs and Difficulties policy has been updated by the Headteacher and SENCo in consultation with the governing body, and the staff. It has been written with reference to the relevant documents and guidance contained in the SEND Code of Practice 2014.

The Governors and staff at Cropredy CE Primary School are committed to meeting the educational needs of all our pupils through the provision of challenging and exciting experiences. We celebrate their diversities and differences by embracing an inclusive ethos throughout the school. We recognise that quality learning takes place when we motivate pupils, promote their self-esteem and develop the skills and aptitudes they require to enable them to make their way as lifelong learners.

The Policy is linked to the school's Single Equality Plan which seeks to increase the involvement of special needs children in off-site activities and to improve signage to better protect the interest of disabled children.

The Policy supports the SEND objectives of the School Improvement Plan. These objectives seek to develop the range of interventions provided and TA expertise in presenting them.

We understand the importance of finding out the perceptions and feelings of children, and encourage them to be actively involved in their own learning. We value working in partnership with parents, children, and outside agencies to ensure the best provision possible.

Mission Statement

Cropredy Church of England Primary School welcomes everyone from the surrounding communities which we serve.

We are very proud of our strong Christian ethos, that underpins all that we do at Cropredy Church of England Primary School and our vision is driven by the words of our chosen Bible text; Psalm 23.

'The Lord is my shepherd'

As a shepherd nurtures and provides for the flock, so we provide guidance, care and protection for every child, inspiring them to flourish, develop resilience and walk with confidence on their learning journey.

This vision is delivered and supported, through all that we do, by six core Christian Values, each one reflecting a different verse from Psalm 23:

Inclusion Statement

We believe in equality of opportunity and in providing pupils with a broad, balanced and relevant education through a graduated approach of action and intervention. 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 their planning. This will ensure that all children are able to access and participate fully in the curriculum. Some children may require additional or different help from that given to other children of the same age.

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, after which, often as a result of intervention strategies employed to support the child, no particular action is required. Teachers take account of the type and extent of the difficulties experienced by individual children in their short-term planning.

The **specific objectives** of our SEND Policy are as follows:

- To strive for an environment where each child can be healthy, stay safe, enjoy and achieve, make a positive contribution and take steps towards achieving economic wellbeing.
- To reach high levels of achievement for all
- To be an inclusive school where equal opportunities are provided for the whole family (both adults and children)

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents/ carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil's need
- To recognise that many pupils will have special needs at some time during their school life.
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that pupils express their views and are fully involved in decisions which affect their education where appropriate.
- To promote effective partnership and involve outside agencies when appropriate.

Defining SEND The 2015 Code of Practice says that:

“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

The success of the school's SEND Policy will be judged against the aims set out above, measured by:

- Objective measures of pupil progress, for example class literacy and numeracy and science tracking sheets, SATs at the end of KS1 and KS2 as well as White Rose Assessments and PIRA tests at three points each year.
- Feedback from parents at review meetings and at parent - teacher consultation meetings.
- Discussion with pupils.
- Discussion with teachers and teaching assistants.
- Evaluation by outside agencies involved with the school, including the LA and OFSTED

The Governing Body will ensure that it makes appropriate special educational provision for all pupils in need, through monitoring by the SEND Governor. The Governors agree with the LA admissions criteria which does not discriminate against pupils with SEN or disabilities, and its Admission Policy has due regard for the guidance in the Code of Practice.

A School Arrangements

A1: DEFINITION AND AIMS

Definition

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

Aims

At Cropredy CE Primary School we 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 at some time in their school career.

“We want every child to have the support they need to unlock their potential, whatever their background and no matter what challenges they face.” Nadhim Zahawi Child and Families Minister 2018

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. Cropredy 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.

We aim to:

- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that additional needs or disabilities are not barriers to accessing the curriculum and work to meet the needs of all individuals.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identify, assess, record, and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- Work collaboratively with parents, other professionals and support services including medical professionals, EP, OT, C&I, S&L to ensure all resources and equipment are available where necessary.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

SEND at Cropredy Primary School

Our objectives are:

- To identify and overcome at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves their full potential
- To enable all children to participate in an accessible broad balanced curriculum which is appropriately differentiated
- To value and encourage the contribution of all children to the broader life of the school
- To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training linked to identified needs, both on a partnership and individual school level and advice to support quality teaching and learning for all pupils

Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis of:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties.

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired, motor difficulties

A2: ROLES AND RESPONSIBILITIES

Management of SEND within School

The Headteacher and the governing body have agreed that at present the SENCo role will be taken by a class teacher. This member of staff holds the National Award in Special Education Need Coordination and is experienced in leading SEND provision within the school. The management of SEND is supported by the Educational Psychologist.

All school staff have a responsibility for pupils with SEND and their particular need. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions linked with quality first teaching. Teaching Assistants (TA's) play a major role in the support of pupils with SEND. Their deployment is organised in response to current need and is under constant review.

Enquires about an individual Child's progress should be at first addressed the Class teacher since he or she is the person who knows the child best. Other enquires can be addressed to the Special Educational Needs Coordinator (SENDCo). Please make an appointment with the school office if you wish to speak to the SENDCo or use the schools direct SENCO email address: send@cropreddy.oxon.sch.uk

School Provision

Provision for pupils with SEND is a matter for the school. It is each teacher's responsibility to provide for pupils with SEND 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.

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 who takes interest in this aspect of the school.

Governors must ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND 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 have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the school decides to make SEND provision for their pupil
- They are fully informed about SEND 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 SEND.

Governors play a major part in school self-review. In relation to SEND, members of the Governing Body will ensure that:

- They are involved in the development and monitoring of the school's SEND Policy, and that the school will also be involved in its development.
- SEND provision is an integral part of the School's Raising Achievement Plan.
- The quality of SEND 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 and disabilities.
- Keeping the Governing Body informed about SEND issues.
- Working closely with the Special Educational Needs and Disabilities Co-ordinator.
- The deployment of all special educational need's personnel within the school.
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the School's SEND Policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCO) is responsible for:

- Overseeing the day-to-day operation of the School's SEND 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, where appropriate, in devising strategies, agreeing actions, setting targets appropriate to the needs of the pupils, and 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 closely with parents of pupils with SEND, 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 SEND Register and records.
- Analysing attendance data for pupils on the SEND Register (December, April, July). Taking appropriate follow-up action including involvement of parents, Educational Social Worker.
- Assisting in the monitoring and evaluation of progress of pupils with SEND using 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.
- Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in county SEND moderation.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.
- Making themselves aware of the School's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback to parents of pupils with SEND.
- Monitoring attendance of pupils with SEND. Alerting the SENDCO to any trends/concerns.

Teaching Assistants work as part of a team with the SENDCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing support strategies and monitoring progress toward the achievement of targets. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the School's SEND Policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- 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 SENDCO to discuss support strategies and other issues for particular pupils.

A3: CO-ORDINATING AND MANAGING PROVISION

At Cropredy CE Primary School:

The SENCo is responsible for:

- Strategic development and overseeing the day to day operation of this policy
- Co-ordinating and deploying provision for children with special educational needs
- Developing awareness of the local offer
- Liaising with and advise teachers to support quality first teaching and differentiation.
- Managing and deploying teaching assistants
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with Class Teachers
- Contributing to the in-service training of staff

- Working as a key point of contact for working and liaising with external agencies including the Local Authorities (LA's) support and educational psychology services, health and social services, and voluntary bodies
- Sharing of expertise is welcomed and encouraged.
- Special educational needs and disability is a key focus on the Raising Achievement Plan.
- SEND is an item on weekly staff meeting agendas or the main item of a meeting.
- The SENDCO meets formally with teaching assistants regularly each term to review progress and/or deliver training.
- The SENDCO ensures that regular meetings are held, normally once a term, to review targets 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 desired outcomes, targets and provision.
- The SENDCO ensures that the following information is easily accessible to staff:
 - The School's SEND Policy
 - The SEND Register
 - An overview of SEND provision from the School Prospectus
 - The school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - Records of all pupils identified as having SEND.
 - Individual pupil's SEND files contain copies of the pupil's interventions, moderation descriptors and other relevant information.

The SENCo is responsible for reporting to the Headteacher and the Governor with responsibility for SEND on the day-day management of SEND policy.

A4: ADMISSION ARRANGEMENTS

Cropredy 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 SEND, in accordance with the Local Authority Admissions Policy. If a parent wishes to have mainstream provision for a child with an EHCP the Local Authority 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 Cropredy CE Primary School:

- All teaching staff are experienced teachers who can teach pupils with SEND. 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.
- 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 Local Authority services and other agencies if required.
- The school has disabled access, designated parking and suitable toilet facilities.

B Identification, Assessment and Provision

B1: ALLOCATION OF RESOURCES

- All schools in Oxfordshire receive funding for pupils with SEND in four main ways:
- The base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCO.
- The delegated SEND budget (the SEND Index) that funds the additional support required.
- Specific funds that are allocated to pupils with Personal Education Health and Care Plans (EHC Plans).
- Other specific funds, for example Standards Fund allocations, Pupil Premium.

The Headteacher, SENDCO and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include SNA support, TA support, teacher time and materials, and these are dependent on the School's SEND budget. Any money allocated as part of an EHC Plan is spent according to the terms outlined in the Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Cropredy CE Primary School follows Local Authority guidance, as laid out on the County's website to ensure that all pupils' needs are appropriately met.

B2: IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice 2014 outlines that a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The Headteacher and SENCO will ensure that whole school tracking data is kept up to date and is used as an early identification indicator and a monitor of progress of pupils working below age expected levels.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person 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. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals are 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 wellbeing and sometimes this can be severe.

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.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. As a school we 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 SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

A number of additional indicators of special educational needs are used:

- The analysis of data including: Foundation Stage Profile, SATs, Reading Ages, Spelling Ages, Raise on-line, FFT, Oxfordshire Pupil Tracker, Annual Pupil Assessments & Analysis of independent work the use of Oxfordshire County Council Moderation Descriptors
- The use of Oxfordshire County Council's Literacy Assessment Pack
- The completion of teacher's initial concern forms
- Following up parental concerns or those of the children themselves
- Tracking individual pupil progress over time
- Information from previous schools
- Information from other services

The SENDCo maintains a list of pupils identified through the procedures listed. This list is reviewed three times per year, but a child with an identified need may be added at any time. A detailed analysis of the list takes place annually before the January census (PLASC).

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, and Sensory and/or Physical.

Code of Practice Needs	Categories
Communication and Interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Moderate Learning difficulties Severe Learning difficulties Profound and Multiple Learning difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health difficulties	Social difficulties Emotional difficulties Mental Health difficulties
Sensory and/or Physical	Hearing Visual Physical

B3 Curriculum Access and Inclusion

Curriculum Access and Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In order to meet the learning needs of all pupils, teachers differentiate work to take account of inclusion strategies, through the broad and balanced curriculum in place. They strive to meet individual learning needs, marking work and planning homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to those needs.

The range of provision includes:

- Quality first teaching
- In class support for small groups with an additional teacher or Teaching Assistant
- Small group or paired withdrawal with TA
- Individual class support / individual withdrawal
- Further differentiation of resources
- Lesson planning to address needs and remove barriers; planning is provided by class teacher
- Specific interventions
- Wave 3 interventions
- Provision of alternative learning materials/special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies in relation to individual needs
- Access to Educational Psychology and other professionals for advice on strategies, equipment, or staff training.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Monitoring Pupil Progress

Progress is the crucial factor in identifying pupil's potential and determining the need for additional support. However, progress which can be described as 'adequate' will vary depending on the severity and persistence of the difficulties experienced by the learner. Progress can be shown when:

- The attainment gap narrows between pupil and peers
- Attainment gap ceases to widen
- Pupil's improve on previous rate of progress
- Pupils improve in their ability to access the curriculum
- Pupils shows an improvement in self-help and social or personal skills
- Pupils show improvements in behaviour
- Data indicates that the difference is being diminished
- Regular monitoring by SENDCo of provision offered in class

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them; records are kept in secured and locked cupboard In addition to the usual school records the pupil's profile will include:

- Pupil Profiles and Reviews for all SEN support and Education Health Care Plan (EHCP). These profiles will detail the strengths and weaknesses for each child and the agreed outcomes they will make. For pupils with EHCP these outcomes will meet the recommendations of the EHCP. Alongside each pupil profile will be a provision map detailing the intervention the young person is having. Provision maps will record only that which is different from or additional to the normal differentiated curriculum,
- Targets to be addressed in groups set up through provision mapping
- A timetable of provision
- Selected forms from SEND Foundation and Primary Handbook
- Information from parents

- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from Oxfordshire County Council (OCC) services and other agencies

Publishing Information: SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through early intervention and agreed Graded SEN support and EHCP as described below.

Graded SEN support

When teachers or parents have a concern about a child then the class teacher will use the OCC SEND guidance to evidence the concern they have. This is then used to look at the descriptors to determine whether SEND support is needed for the child.

Graded SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Graded SEN support can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little, or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, will collaborate with teachers and support both the assessment of the child's needs and the choice of intervention. The class teacher will however remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the impact of SEN support work.

Request for Additional Funding

Cropredy Primary School may apply to Oxfordshire County Council for extra funding for a SEN support child whose needs are clearly requiring a higher level of support than is usually needed. This can be applied for as Early Years and school additional funding. This application process is linked with provision allocated within school.

Request for EHCP

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within graded SEN support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent, or outside agency. The school will have the following range of evidence/information available:

- **The interventions at SEN support level**
- **Current and past Pupil Profiles**
- **Records and outcomes of regular reviews undertaken**
- **Information on the pupil's health and relevant medical history**
- **Assessed progress**
- **Other relevant assessments from specialists such as support teachers and educational psychologists**
- **The views of parents**
- **Where possible the views of the pupil**
- **Social Care/Educational Welfare Service reports**
- **Any other involvement by professionals**

EHCP

An EHCP will normally be provided where, after a Statutory Assessment, if the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that:

- Collectively match the longer-term objectives set in the EHCP but individually provide small steps
- Are established through parental/pupil consultation
- Are set out in a Pupil Profile
- Are implemented in the classroom through intervention and bespoke support
- Are delivered by the class teacher with appropriate additional support where specified

Reviews of EHCP

EHCP's must be reviewed annually. The LA will inform the school at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teachers
- The School's designated SEND Education officer
- The Educational Psychologist
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Year 6 Reviews, receiving schools may be invited to attend in order to plan appropriately for the new school year and give parents the opportunity to liaise with teachers from the new school.

The school will support pupils with SEN in transfer between phase of education and to different educational establishments.

Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Pupils identified as needing additional support:

At Cropredy School we use our best endeavours to ensure each pupil who is identified with Special Educational needs gets the support they need. All teachers review their Pupil Progress data with the SENDCO each term, this allows staff to have a professional dialogue about all children. These meetings help us to identify pupils who need extra support to help them make good progress. Teachers and the SENDCO can then plan the best resources and strategies to support individuals. These interventions and resources are recorded on a termly Provision Map.

Review

Reviews of all pupils identified with additional educational needs are normally carried out towards the end of each term (3 times a year). Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Normally, teaching assistants are invited to provide brief written input prior to the meeting. Provision Map data is also reviewed three times a year. Impact of interventions is analysed along with cost effectiveness.

Annual Reviews

For pupils with EHC Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original Plan, are invited to attend or submit a written report.

B4: ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

At Cropredy CE School we:

- Recognise the child's mother tongue - this doesn't mean they have 'no' language, they have a different language/s.
- Value cultural differences and foster a range of individual identities.
- Boost pupils' self-esteem - remember, they have the potential to become bilingual adults.
- Understand it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.

- Accept that literacy in a home or community language can support English literacy - there are cultural, social and technical variations in literacy in different contexts.

Identifying Pupils' Strengths:

- Pupils from other language backgrounds have a wide variety of cultural, linguistic and educational experiences.
- We recognise the cultural differences brought by the pupil to the class as a bonus and use this in our teaching.

Expectations

As a school we have high expectations of all pupils and expect pupils to contribute to discussions giving more than one-word answers. Most bilingual pupils are capable of high achievement, even when they are beginners in English. The literacy goals in English are the same for all pupils; many bilingual pupils will also become literate in one or more other languages. The process of becoming literate in either a first or an additional language has both similarities and differences and we understand that knowledge of the features of the child's mother tongue can help.

Through our Teaching and Learning Strategies we aim to:

- Ensure that EAL pupils are set appropriate and challenging learning objective.
- Recognise that EAL pupils need more time to process answers.
- Talk about language and literacy with peers and adults as this is essential - it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand much more English than they use - this will pass if their self-confidence is maintained).
- Group children - to ensure that EAL pupils hear good models of English, wherever possible, they should be grouped with higher-attaining children when oral work is being undertaken.
- Bilingual support from either fellow professionals or from volunteers (such as parents) is invaluable in supporting pupils learning EAL, to ensure that they understand the concepts and vocabulary.
- Use collaborative learning techniques - encourage children to work together in pairs and small groups, to discuss their work and possibly produce a joint piece of work or report for the class; this is a valuable strategy for promoting learning for EAL pupils. It is beneficial to allow EAL pupils to work together, so that they can discuss their work in their mother tongue before using English.

C Partnership Within and Beyond the School

C1: PARTNERSHIP WITH PARENTS

The staff at Cropredy CE Primary School will continue to promote links between home and school, 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, 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 SENDCO.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome in our school
- Ensuring all parents/carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents/carers opportunities to discuss ways they and the school can help their child
- Agreeing targets for the child
- Making parents/carers aware of the SENDIASS (formally Parent Partnership Services) by prominently displaying their leaflets and supplying names and telephone numbers on application.

C2 The voice of the child:

Involvement of Pupils: Pupil voice

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve pupils on the SEND Register by encouraging them:

- To share their feelings about their education and learning
- To identify their own needs, join in Assessment for Learning initiatives and begin to understand some of their own preferred learning styles
- To be able to discuss their difficulties with Class Teachers, TA's and other adults.
- To share in target setting.
- To contribute to the reviewing of their own progress and collaborate in setting new targets
- To be involved in their behaviour management and to discuss problems with behaviour mentors
- To contribute to Annual Review where this is appropriate

Special Provision/Enhanced Resource Facility

The Disability Equality Scheme keeps under continual review facilities to assist access for pupils who are disabled. Wheelchair access, disabled toilets and parking, ramps, handrails, and easy access for taxis/other transport are all in place at Cropredy Primary School.

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Links with Education Support Services

We aim to maintain useful contact with support services within the Children and Young People's Service and appropriate advice will be sought for any child on the SEND register who would benefit from referral. When possible the SENCo will strengthen links by attending local partnership network meetings.

The school has access to a wide range of education, health and social services professionals available in Oxfordshire.

It also includes the Educational Psychology Service and the Advisory Team for Inclusion (OXSiT). 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.

Links with Other Services

Effective working links are also maintained with:

- Speech and Language Therapy Service

- Occupational Therapy Service
- Community Health Service
- Family support and safeguarding
- SENDIASS (formally Parent Partnership)
- School Nurse
- Educational Psychologist
- Specialist Teachers
- CAMHS
- Outreach Service
- LCSS
- OSCB

The SENDCo of Cropredy Primary School is an experienced SENDCO who offers training, advice and shares resources with staff.

The school is able to access or buy-in additional expertise from the Local Authority where appropriate.

Children with social, emotional and mental health needs Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Strengths and Needs Form with the family and support the child through the process of regular Team Around the Family (TAF) meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialist. Schools are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy. Reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying (See Anti-bullying Policy).

C4: LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transition Arrangements Transition into and within school

We understand how difficult it can be for children and parents as they move into a new class or a new school. We make provision according to the individual needs of the child, to make transitions between classes/settings as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/school
- Where appropriate, provide opportunities to take photographs of key people and places in order to make a transition book
- Provide additional time for children in small groups/individually to express their concerns and to address them.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools within locality and any other secondary schools to which children may be transitioning.

INSET

In order to maintain and develop the quality of our provision, staff are required to undertake appropriate training. Some training for individuals is through LA training days and wider issues are addressed on staff INSET days held at Cropredy Primary School or shared with other primary schools in locality Partnership.

Resources

The provision for SEN/Additional Educational Need (ANE) is funded by money allocated from the school SEN/AEN formulae funded budget. These funds are deployed to implement the SEND policy and to provide TA assistance for children with SEND. The school also has access to an educational psychologist through partnership funding.

There is also an additional annual cost for resources and for training which is provided by the school budget.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The Chair of Governors may be involved, if necessary. In the case of an unresolved complaint the LA may be involved.

Any complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

C5: STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to developing expertise in the area of SEND.
- There are regular training sessions for teachers and TA's.
- When possible, the SENDCO attends the partnership SENDCO support group termly meeting.
- Whole staff in-service training sessions are arranged as appropriate, in response to needs within the school.
- Reading and discussion of documentation, and SENDCO/teacher meetings are part of staff development, as well as a time to share information.
- The SENDCO and other staff attend County meetings and INSET when relevant.

Newly appointed teaching and support staff meet the SENDCO to discuss SEND procedures in the school. New teachers meet with the headteacher/SENDCO in the first term to discuss the School's approach to SEND identification and provision, and to discuss the class needs.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review of the SEND Policy

Cropredy Primary School considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Linked Policies:

- Child Protection and Safeguarding Policy
- Supporting Children with Medical Needs
- Access to Education Policy
- Equality Act 2019
- GDPR Policy

**CROPREDY CE PRIMARY SCHOOL
POLICY INFORMATION**

This policy was written by the SENDCO in consultation with the Headteacher, based on the Local Authority Model Policy for SEND and reflecting the Special Educational Needs and Disabilities Code of Practice 2014.

This policy was formally adopted by the Governing Body at their Autumn Term Meeting 2022.

Designated Teacher: Sandra Lushey

Designated Governor: Matt Kerton

Latest Review: Autumn Term 2022

Future Review: Summer Term 2023

Signed: _____ Chair of Governors

Date: _____

Monitoring	Evaluation
Curriculum provision	
1.Scrutiny of planning 2.Classroom observation 3.Work sampling 4.Teacher interviews 5.Informal feedback from SEND staff/support staff 6.Pupil interview	1.Planning shows differentiation and specified and varied roles for support adults 2.There is differentiation, and further differentiation, of learning opportunities in the classroom 3.Work sampling shows curriculum continuity and progression in learning 4.Teachers feel supported in meeting the needs of individual pupils 5.Pupils with SEND are given suitable learning tasks to meet their needs 6.Pupils can identify what and how they are learning
Individual pupil progress	
1.Scrutiny of whole school data –progress of pupils identified as having SEND 2.Sampling individual pupil work 3.Analysis of assessment data relating to individual pupils 4.Scrutiny of Pupil Profiles 5.Reports reviews 6.Pupil review meetings and records of review meetings 7.Pupil interviews	1.Pupils with SEND make good progress in comparison with other pupil groups 2.Samples of pupil work show progression over time 3.Data recording individual pupil progress is analysed and shows progression 4.Pupil Profiles are shared with pupils with their desired outcome 5.Pupils are actively involved in Profile and annual reviews
Monitoring the implementation of SEND procedures	
1.Analysis of assessment data and pupil tracking 2.Register analysais 3.Parent questionnaires 4.Staff questionnaires 5.Analysis of systems for ensuring effective communication 6.Classroom observation relating to effectiveness of support staff and SEND staff 7. Provision Maps 8. Case Studies	1. Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers Assessment data is analysed and used to inform provision 2.The SEND register is reviewed termly and distributed to all staff The register is audited, analysed and any appropriate action taken There is movement on the register, both up and down the levels of intervention 3.All parents are informed of their child's special educational needs Parents express satisfaction with the provision made 100% parents attended annual reviews 4.Staff feel they have sufficient information and support SEND files are up to date and accessible 5.The SENDCo has regular meetings with the governor with responsibility for SEND 6.Resources are used effectively, Support staff have clear roles 7. Support staff are effective in supporting pupil learning All SEND staff are appraised and receive regular training Analysis of provision menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs 8. Review of provision for individual progression and development.