



BRIZE NORTON PRIMARY SCHOOL
Special Educational Needs and
Disabilities Policy



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Brize Norton 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 special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1 DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

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

Aims and objectives:

The Governors and staff at Brize Norton Primary School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. Each child has unique and individual needs; within this some children will require additional support either for a short period of time to overcome temporary barriers to learning or throughout their time in school. At Brize Norton Primary School we aim to provide a supportive environment and equip children with strategies to enable them to have meaningful access to the National Curriculum.

We aim to:

- ensure a broad and balanced curriculum that is responsive to all children whatever their individual need and enables progression in learning.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' progress and special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services and work collaboratively with other professionals.
- ensure ALL staff *and governors* hold responsibility for SEN through Quality First Teaching.

Brize Norton Primary School also has a Positive Handling Policy.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for all children with special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

Governors must also ensure that:

- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN 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 Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)
- parents are notified if the school decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review

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

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

SENCo

The Special Educational Needs Coordinator is Bridget Winter. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising parents and guardians of pupils with SEN, ensuring their involvement of as partners from an early stage
- advising on a graduated approach to providing SEN support
- liaising with and advising other members of staff on support strategies, resources and materials, effective use of personnel, drawing up Pupil Profiles and setting appropriate targets
- helping to identify children with special educational needs, assessing, observing and planning for progress
- maintaining the school's special needs register and records
- assist in monitoring and evaluating progression of pupils on the SEN register through school assessment information
- acting as Designated Teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising and being a key point of contact with outside agencies including early years providers, local authority, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- regularly liaising with the governors' representative

The SENCo ensures that the following information is easily accessible to all staff

- The school's SEN policy
- The SEN register
- An overview of SEN provision (provision map)
- Internal arrangements for SEN, including clear roles and responsibilities for all staff
- Individual pupil's SEN files including copies of up to date Pupil Profiles
- Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings (Feb 2017) – descriptors and other relevant information

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs (including deployment, training and support of personnel within the school) and keeps the governing body fully informed and works closely with the SENCo. She has also responsibility for monitoring and reporting to governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole.

The Headteacher is also responsible for behaviour within the school and for making decisions regarding fixed-term or permanent exclusions for persistent significant breaches of the Behaviour Policy. Before giving an exclusion to a child with SEN, she must consider the child's needs and whether sufficient reasonable adjustments have been made to meet those needs, being aware that if this has not happened, the exclusion is likely to be unlawful. After any fixed-term exclusion, the headteacher will discuss the provision for the child's needs with the SENCO and the parents to consider whether adjustments should be made.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and have responsibility to implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for teaching all children on a daily basis and providing for pupils on the SEN register within their class, showing awareness of how their needs may be present in different learning situations. They must closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

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 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 to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- give feedback to teachers about pupils' responses to tasks and strategies.
- implement and deliver interventions to support pupil progress as directed by the class teacher and SENCo, keep a register of these interventions and record impact and progress to share with appropriate staff

At Brize Norton Primary School teaching assistants are also lunchtime supervisors and so have any necessary information relating to the supervision of pupils at lunchtime.

A3 CO-ORDINATING AND MANAGING PROVISION

At Brize Norton Primary School the sharing of expertise is welcomed, valued and encouraged.

- The Headteacher and SENCo meet frequently to discuss SEN issues.
- The SENCo meets with class teachers to give support and advice.
- SEN policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEN.
- Special needs provision is an integral part of the School Development Plan.
- The SENCo oversees the provision using provision mapping.

- The SENCo regularly meets with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change.
- There is opportunity for informal daily contact between staff to monitor individual pupils and discuss concerns.
- Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.
- The SENCo ensures that regular meetings are held with parents (normally three times per year) to review Pupil Profiles and provision.
- Pupils are involved as far as practicable in discussions about their targets and provision.
- The SENCo also liaises with parents and pupils with statements or Education, Health and Care Plans to have an Annual Review.
- Where there is a concern that parents need extra support, staff will refer them to the Early Help Assessment (EHA) and Team Around the Family (TAF (formerly CAF/ TAC) process which would be used to identify areas for change and engage support from other professionals. Please refer to the Safeguarding policy.

A4 SPECIALISMS AND SPECIAL FACILITIES

At Brize Norton Primary School children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have a responsibility for teaching children with learning difficulties/disabilities; should any specialist advice or training be required to meet specific needs this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. We try to ensure that other pupils understand and respond with sensitivity.

Easily accessible, differentiated resources ensure access to the curriculum for all.

Advice is sought from outside agencies on how best to provide for the child's needs as appropriate. This advice is accessible to the adults working with the child through their Pupil Profiles. The school supports practises to enable as much independence as possible in a safe caring environment, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special Needs liaise termly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements, Education, Health and Care Plans or when an additional funding application has been successfully made.

Brize Norton Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. The head teacher, SENCo and governing body regularly monitor the needs of pupils with SEN and allocate resources according to need; these may include ancillary help, teacher time and materials. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding. Details of how resources are allocated are included in the Governors' Annual Report to Parents.

Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN, EHC Plan or additional funding allocation.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching differentiated to meet pupils needs. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Brize Norton Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). This recognises that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The LA SEN Guidance (Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings, Feb 2017) is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support. This may lead to an Education, Health and Care Plan.

Reviews of children with SEN support are held three times a year and led by the class teacher (with the support and presence of the SENCO if the child has an EHC Plan or Additional Funding). They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. For pupils with an EHC Plan an Annual Review meeting will be held in addition to the regular reviews. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Provision for children with SEN is recorded on the SEN Pupil Profile.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs e.g. Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

B3 CURRICULUM ACCESS AND INCLUSION

Brize Norton Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Pupils are grouped in classes according to age and/or ability. 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 an TA or the SENCo 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 is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils
- for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan
- The Governor's Annual Report to Parents containing information about the success and implementation of the SEN policy
- Annual SEN review
- OFSTED and LA visits
- Frequent meetings of staff and parents, both formal and informal

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Special Educational Needs and Disability Information, Advice and Support Service, (SENDIASS) (formerly Parent Partnership Service) is available to support parents in meetings concerning their child's progress and welfare.

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Our SENCo has completed the National SENCo Award. Current training includes school-based whole school INSET training sessions for teachers. Staff are expected to read and discuss documents on SEN, time for this and the sharing of information is provided within meetings. Regular teaching assistant meetings ensure all staff are kept updated. Additionally staff attend County and Partnership meetings as appropriate. Whole staff meetings and in-service training are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Recruitment, Selection and Induction Policy.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of support services including education, health and social services professionals. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be completed initially, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child and be effective partners in the education process. This is especially important in enabling children with special educational needs to achieve their potential.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher or SENCo, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings held in the Autumn and Spring terms and Special Needs Review meetings, held three times per year. We aim to provide accurate information to give a clear picture of each child's skills and abilities.

Information about the SENDIASS is available to parents (see above) so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child and are encouraged to contribute to these records.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. All pupils are given the opportunity to make choices and understand that their views matter. This will enable them to become confident, secure and effective learners

In Brize Norton Primary School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

C5 TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school.

Year 6 children with special educational needs transferring to local Secondary Schools have additional opportunities to visit their new school. Representatives from the Secondary Schools visit to talk with these children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school following county procedures.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final Annual Review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.

This policy was adapted from the Oxfordshire SEN policy by the SENCo
Agreed at Governors:
Revision date: