



Burford Primary School
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'Respect, Aspire, Achieve'

SPECIAL EDUCATIONAL NEEDS POLICY

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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

A1 AIMS AND OBJECTIVES:

The Governors and Staff of this 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.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- identify, assess, record and regularly review pupils' 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

A2 ROLES AND RESPONSIBILITIES

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

A2.1.1 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 children with special educational needs. They 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 Local Governing Body is actively involved in self-review, with the Headteacher and SENCo.

A2.1.2 SENCo

The Special Educational Needs Coordinator (SENCo) is the Head Teacher who works closely with all staff, the Special Needs Advisory Support Teacher (SNAST), parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's Special Educational Needs' Policy;
- Coordinating provision for children with SEN;
- Ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN, alongside class teachers;
- Advising on a graduated approach to providing SEN support, liaising with and advising other members of staff;
- Supporting class teachers to identify children with special educational needs, assessing and planning for progress, linking with;
- Maintaining the school's special needs register;
- 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 with early years settings, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support agencies;
- Liaising with other schools to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Managing teaching assistants, in liaison with class teachers;
- Supporting the professional development of teachers and teaching assistants;
- Regularly liaising with the governor representative.

A2.1.3 Headteacher

The Headteacher, who is also the SENCo, has overall responsibility for the management of provision for children with special educational needs and keeps the Local Governing Body fully informed.

A2.1.4 Teaching Staff and Teaching Assistants

Class teachers contribute to the development of the school's SEN policy and fully 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 working with children on a daily basis and closely monitor children involved in interventions, working closely with teaching assistants (TAs). Teachers plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Improvement Plan and the school uses provision mapping to monitor support. The SENCo monitors the placement of teaching assistant support throughout the school which is dependent on the Special Needs requirements and this placement may change as the needs of the children change.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents of pupils with Statements or Education, Health and Care Plans at an Annual Review.

A4 ADMISSION ARRANGEMENTS

Burford Primary School is a fully inclusive school. 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.

A5 SPECIALISMS AND SPECIAL FACILITIES

When admitted to Burford Primary School, children's specific needs are discussed with parents/ guardians and specialist advice is sought from other support agencies, as appropriate. In addition, the Early Help Assessment (EHA) and Team Around the Family (TAF) (formerly known as the Common Assessment Framework [CAF] and Team around the Child [TAC] process) is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. Through a coordinated service provision approach, partners from a range of professional agencies across Oxfordshire, can work alongside families, as appropriate, to identify problems and help find workable solutions, so that good outcomes can be achieved and for children to reach their full potential.

A5.1.1 Access

Burford Primary School has partial access for wheelchairs and 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. Advice is sought from outside agencies on how best to provide for a child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (*see Equality and Health and Safety Policies*).

A5.1.2 Specialist training

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 teaching assistants, are reviewed as part of the appraisal process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

Burford Primary School receives funding for pupils with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget covers the additional educational support required.
- Specific funds may be allocated to pupils with Statements or Education, Health and Care Plans.

As part of normal budget planning, there is a strategic approach to using resources to support the progress of pupils with SEN. The Local Authority may provide top-up funding where the cost of special educational provision, required to meet the needs of an individual pupil, exceeds the national threshold; schools are not expected to meet the full costs of more expensive special educational provision from their core funding.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by teachers as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. 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 appropriately. In deciding whether to make special educational provision, the Headteacher, who is the SENCo, and the class teacher considers all the information gathered about the pupil and their 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 and/or SNA, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Burford Primary School recognises that parents know their children best and we listen to and understand when parents express concerns about their child's development.

When a child is identified as needing SEN support, school employs an 'Assess-Plan-Do-Review' (adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014)). The Local Authority SEN Guidance is used for the identification, assessment and provision for SEN. A register of pupils with SEN is kept as a legal requirement.

B2.1.1 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 learning/behavioural difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

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

An Education, Health and Care assessment by the Local Authority may be considered by school and parents where SEN support has not provided expected outcomes. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held three times per year and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the pupil and teacher, agree aspirations.

B2.1.2 Provision

Provision for pupils with SEN is additional to or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a response to pupil's individual needs. Such provision is recorded on the SEN Pupil Profile.

B2.1.3 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
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 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

B2.1.4 Supporting pupils with medical conditions

Having regard for the Department for Education's statutory guidance¹, where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way, via an Individual Health Care Plan, as part of the school's 'Supporting Pupils at School with Medical Conditions Policy'.

B3 CURRICULUM ACCESS AND INCLUSION

Burford Primary School is an inclusive school, giving a sense of community and belonging through:

- 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

B4 EVALUATING SUCCESS

Parents/guardians, teachers and pupils meet regularly (at least three times per academic year), 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 with teachers and parents
- The School Improvement Plan.

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, as SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Special Educational Needs and Disability Information, Advice & Support Service (formerly Parent Partnership Service) is available to support parents concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the school's Complaints' Procedure.

¹ Department for Education December 2015: Supporting Pupils at school with medical conditions statutory guidance

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

Burford Primary School is committed to gaining further expertise in the area of special needs education. Sharing and implementing good inclusive practice, involves training for all staff through whole school in-service sessions, external courses, attendance at briefings and the reading and discussion of national documents on SEN. Individual staff development for a nationally recognised qualification is provided by various higher education institutions. Burford Primary School Head Teacher, as SENCo, holds the national qualification for Coordination in Special Educational Needs.

Arrangements for the induction of new members of staff , including newly qualified teachers (NQTs), regarding SEN practice are outlined in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Burford Primary School is able to call upon the expertise of a wide range of services to support pupils with SEN which are consulted with the full agreement of parents. For assessment and advice from most of these services a request form is completed. The school holds contact addresses and request forms for agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between school staff and parents/guardians is essential, so that both can share knowledge and expertise about the child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school, to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parent Consultations and Special Needs Review meetings. 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. Parents are consulted and permission sought before involving outside agencies. Information about the **Special Educational Needs and Disability Information, Advice & Support Service (formerly Parent Partnership Service)** is available on the Oxfordshire Local Authority website. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

At Burford Primary School, all children are encouraged to participate in discussions about their learning, sharing views and feelings about learning progress, with their families and school staff. This can be difficult for some children, so it is important to recognise success and achievements as part of the review process as well as any difficulties.

C5 TRANSFER ARRANGEMENTS

The Headteacher, who is the SENCo, liaises with class teachers 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.

Year 6 children transferring to local secondary schools have the chance to visit the new school. Representatives from the secondary schools visit to talk with the 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.

For pupils with Statements or Education, Health and Care Plans, the child's statement will be amended in the light of recommendations at the annual review (no later than 15th February in the year of transfer) to ensure that time is available to make necessary transfer arrangements. 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 and Head Teacher who is also SENCo. Parts of this policy will be updated in line with new initiatives. The entire policy will be **reviewed in three years**.

Signed: Zoey Khan, Chair of Governors

Signed: Jenny Dyer, Head Teacher

Dated: October 2017

Review: September 2020