



Burford Primary School

Special Educational Needs & Disabilities Policy

The Oxford Diocesan School Trust	Burford Primary School
	
SEND Policy	

Description:	This document outlines Burford Primary School's policy on the identification of and provision for pupils with special educational needs.
Status:	Statutory Policy
Policy Audience:	Governing body, staff and parents
School Contact:	Headteacher/ SENDCo
Other related School policies and procedures:	<u>Behaviour and Engagement policy/ Positive Handling policy/ Equality policy</u>
Governor Committee:	Local Governing Body
Approved by Governing Body:	June 2021
Latest Date for Next Review:	June 2024
Version	V.01

Burford Primary School
Priory Lane, Burford
Oxfordshire OX18 4SG
Tel: 01993 822159
Head Teacher – Mr Adam Clark

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School website: www.burford-pri.oxon.sch.uk

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

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Definition of Special Educational Needs and Disabilities (SEND)

The schools within ODST adhere to the definition of Special Education Needs from the Code of Practice 2015 which states that;

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school or mainstream post-16 institutions.

Additional provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because of their home language, or form of the home language, is different from that in which they are taught.

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The school will have due regard for the Code of Practice 2015 when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

As an ODST school, the leaders and governors endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

As a school we recognise the entitlement of all pupils to a broad and balanced curriculum. The SEND policy and school vision reinforces the need for teaching that is fully inclusive. The Local Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision at any time in their school career and preferably, as soon as a child shows signs of ongoing persistent signs of difficulties with learning.
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and 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 strive to achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2015, our school admissions; requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Academy Trust's admissions arrangements.

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Management of SEND within ODST Schools

Governing Bodies and school leaders have delegated responsibility for the day-to-day implementation of each setting's SEND policy. The management of SEND is supported by the Senior Leadership Team.

All staff have a responsibility for pupils with SEND and all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education Health Care Plan. Staff responsibilities are identified in individual job descriptions.

Although TAs play a major role in supporting pupils with SEND, the responsibility for their education lies with the class teacher, with support from the SENDCo and school leadership team, who will conduct regular assessment for progress and decide next steps in the child's education. The rationale for the deployment of TAs is class based to support core subjects and the wider curriculum. TAs will be expected to deliver a range of support and intervention taking place inside and outside of the classroom as appropriate.

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy in partnership with the leadership team
- Co-ordinating provision for children with special educational needs in partnership with the Headteacher
- Liaising with the relevant Designated Teacher where a looked after pupil has special educational needs
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with class teachers and other SEND staff
- Contributing/leading to the in-service training of staff
- Liaising with external agencies including the LAs support and educational psychology services, early years providers, other schools, health and social services and voluntary bodies.
- Being the key point of contact with external agencies, especially the local authority and its support services of education to ensure a pupil and their parent/carers are informed about opinions and a smooth transition is planned
- Managing support/teaching assistants in partnership with the leadership team and HLTAs
- Working with the Headteacher and school Governors to ensure that the school meets

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- its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Identification and Assessment

The school follows the 2015 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils with SEND receive a differentiated curriculum to address their needs and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. The school will intervene through Early Years Support/ School Support which should take the form of a four-part cycle of Assess, Plan, Do and Review. In planning, the teacher and SENDCo should agree in consultation with the parent/carer and pupils on adjustments, interventions, and (if necessary) additional provision to be put in place, as well as markers for measuring progress. Special care must be taken in assessing children where English is not the primary language spoken at home to differentiate language needs from special educational needs.'

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and mark work and plan homework, where appropriate, effectively.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

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 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through Early Years Support/ School Support.

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Request for Educational, Health & Care Plan

The school will request an Educational Health Care Plan (EHCP) from the LA when, despite an individualised program of sustained intervention within School Support, the pupil remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency.

An EHCP will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

Partnership with Parents/Carers

The school aims to work in close partnership with parents and carers. Three SEND reviews are offered yearly and additional discussions can be arranged as appropriate.

Involvement of Pupils

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 all pupils and value the importance of pupil voice.

Links with Other Services

The Governors and School Leaders would expect effective working links to be maintained with local services which advantage pupils' achievement and are needed to ensure the school provides effectively for pupils' learning. This may include local authority services, local specialist provision and other ODST schools with provision which will help pupils' learning.

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training. Recent courses undertaken are listed in the school diary and electronic CPD record. The Headteacher will keep a record of all SEND related CPD undertaken by staff.

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Resources

The provision for SEND is funded by allocating additional funding to specific aspects of the budget including staffing, resourcing and CPD. Funds are deployed to implement the SEND policy.

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 SENDCO, Holly Docherty and Headteacher, Adam Clark. Clear procedures are set out in the ODST Complaints Policy as well as the school's complaints procedure.

Dissemination and Review

This policy, once approved by Governors, will be reviewed annually.

This policy needs to be read in conjunction with schools' policies on Behaviour and Engagement, Anti-Bullying, Positive Handling, Curriculum, Admissions Arrangements and Equality.

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