



Aston & Cote CE Primary School

Policy for SEND/Inclusion

This policy should be taken and used as part of Aston and Cote's overall strategy, and implemented within the context of our vision and values of a Church of England School. Aston and Cote is a Church of England School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

Person responsible for policy: Alison Feast (SENCo)

Monitoring and Evaluation of SEND/Inclusion Policy

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.

Signed on behalf of the school.....

Signed on behalf of the governors.....

Policy updated: Jan 2015

Definition

High quality first 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

Values

As a Church of England School our core values of: courage, honesty, respect, love and forgiveness are considered when creating and implementing this policy.

Aims

We at Aston and Cote School 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. 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. Aston and Cote 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. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to ensure (where appropriate) pupils have an active involvement in achieving their outcomes, and take part in their reviews.
- to work collaboratively with parents, other professionals and support services to ensure the very best provision is being made for individual pupils.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. Specific roles are identified below:

Governors:

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has 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.

Headteacher

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Special Educational Needs co-ordinator
- the deployment of all special educational needs personnel within the school

SENCO

The Special Educational Needs Co-ordinator (SENCo-currently Zoe Pike) 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 in devising strategies, drawing up Pupil Profiles to meet the needs of pupils with SEND
- 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 SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of term tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

Assistant SENCo

Supporting the SENCo in:

- 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
- maintaining the school's SEND register and SEND records
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems

Class teachers

Class teachers are responsible for:

- providing quality first teaching which enables inclusion of pupils with SEND in the curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- informing the SENCo of children who require inclusion on the SEND register.
- 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
- giving feedback to children about their specific progress
- writing and reviewing Pupil Profiles for all children who are on SEN Support/EHCP or Statement.
- with the support of the SENCo, writing Pupil Profiles for statemented/EHCP children
- appraisal of TAs which work in your classroom

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 SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress. 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.

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo or headteacher in relation to behaviour management and other issues for particular pupils.

CO-ORDINATING AND MANAGING PROVISION

At Aston and Cote CE School:

- sharing of expertise is welcomed and encouraged
- special educational needs is a part of the school development plan, where appropriate
- SEND is an item on every staff meeting agenda or the main item of a meeting
- the SENCo ensures that regular meetings are held, normally bi termly, to review Pupil Profiles and provision, and that parents are invited
- pupils are involved as far as practicable in discussions about their targets and provision (where appropriate)
- the SENCo and Assistant SENCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - Individual pupil SEND files containing all relevant information about the child which could impact on learning

ADMISSION ARRANGEMENTS

Aston and Cote CE 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.

SPECIALISMS AND SPECIAL FACILITIES

At Aston and Cote School:

- all teaching staff are able to 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 in the DEN, the PPA room and in each classroom
- 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 LA services and other agencies if it is required; however we have limited funding for this since some of these services are 'traded in'.

- the school has been adapted to provide easy access for wheelchairs, disabled toilet and washing areas

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEND 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 or Education, Health and Care Plans (EHCPs).

Aston and Cote CE School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. 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.

IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff 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 SEND. 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. Aston and Cote CE 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, 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). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND 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, and involving the pupils, 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.

Reviews of children with SEN support are held each long term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Categories of Provision at Special Educational Needs

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 Aspergers 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). See the Supporting pupils with medical conditions policy.

CURRICULUM ACCESS AND INCLUSION

Aston and Cote CE 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

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 and 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

ARRANGEMENTS FOR COMPLAINTS

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 Parent Partnership Service is available to support parents in meetings 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 Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL STAFF DEVELOPMENT

The school are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Staff meetings 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 Staff Handbook.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. 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 filled in first, 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. Some other agency support is now traded in by the school and allocation of this support is prioritised accordingly.

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. 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 Parents Interviews 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 if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

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. In our school and 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.

LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. 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 for a day. 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, SEND 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 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.