

Special Educational Needs Policy

All children are entitled to an education that is appropriate to their needs and promotes the fulfilment of potential. The Blake School is fully inclusive, and alongside all other children, provision at The Blake for children with Special Educational Needs is carefully and deliberately planned to enable them to achieve their best academically, as well as become confident, well-rounded individuals who are well prepared for the next stage of their lives. Staff at The Blake School are committed to the flourishing of all children, irrespective of their level of need or personal challenge and to treating all members of the community with both dignity and respect.

In line with the school's vision, those children with SEND, in common with all others, are welcomed unconditionally into the school community. At the school's heart is the belief in the uniqueness of every individual and the conviction that all have something special to bring to our community. Children with SEND are equally valued as part of our community and provided with equal, though often different, opportunities to learn and experience success.

A pupil has Special Educational Needs or Disabilities (SEND) if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning, or displays behaviour that might prohibit learning than the majority of pupils of the same age, or they may have a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is *additional to*, or otherwise *different from*, that which is made generally for pupils of the same age. This policy should be read in conjunction with the school's Equality Policy and the Accessibility Plan.

Aims

At The Blake School we work to promote positive attitudes and to put in place facilities and resources to wherever possible minimise the effects of disability and disadvantage. We are committed to working towards equality for everyone in our school and to fostering an inclusive school environment, which meets the varying needs of all learners. In addition, we endeavour to meet the specific needs of all people coming into our school such that disability and disadvantage are not obstacles to access or full participation. Staff and children are expected to anticipate and embrace adjustments and adaptations that will ensure that all members of the school community are able both to learn and to flourish.

Some pupils require more support than others. If these pupils are to achieve their full potential, this must be recognised, and appropriate plans be put in place. A significant proportion of pupils will have special educational needs at some time in their school career. Some 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. It is part of both embedded practice and pupils' understanding that everyone is unique and everyone is equally valued, adaptations and support are seen as an appropriate and important adjustment to reflect this understanding.

At The Blake School, we take heed of the Education Endowment Foundation (EEF) research that concludes: *"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."*

Curriculum access and inclusion

Pupils are grouped in classes according to age. 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. Staff at The Blake School are committed to providing high-quality teaching for all pupils, that allows children to progress in their learning, whatever their starting point. Sometimes it may be appropriate to withdraw a pupil sensitively, to work as part of an evidence-based intervention, individually with a TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, these interventions are used to improve motor skills or application, or to give support in a particular area e.g. spelling. Intervention programmes are used to target an individual's specific needs and may be taught 1:1, or in small groups.

Sometimes children may be part of a group for a limited time period to boost confidence in an area of the curriculum. Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of both academic learning and in their personal development.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for the 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, the SEND governor, who takes a particular interest in this aspect of the school.

Governors monitor the provision (and the quality of provision) for children with SEND including how they are able to join in with school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.

Governors ensure that parents can access information regarding the implementation of the school's SEND policy e.g. through information on the website, ensuring that they have regard to the requirements of the 2014 Code of Practice for Special Educational Needs

The **Headteacher** has responsibility for:

- setting up appropriate staffing and funding arrangements, and overseeing the school's work for pupils with SEND, in conjunction with Special Educational Needs Co-ordinator (SENCo)
- the management of provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors, alongside the SENCo) about the implementation of the school's SEND policy
- promoting inclusion across the school.

The **SENCo** 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
- 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 Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- working with parents to ensure that they feel supported and that their concerns are listened to
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are welcomed and 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
- contributing to the in-service training of staff
- liaising with the SENCoS in receiving secondary schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- the progress and attainment of pupils with SEND in their class
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- 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.

Teaching Assistants work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with the inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum. Specifically trained staff facilitate nurture groups and positive behaviour support, both inside and outside of the classroom.

Admission arrangements

The Blake Primary School strives to be a fully inclusive school, all pupils are welcome, including those with SEND. If a parent wishes to have mainstream provision for a child with an EHCP the school will consider the provision as outlined in the EHCP and make a decision as to whether the school can facilitate this, whilst not prejudicing the provision to other children. Wherever possible needs are accommodated. On occasion, pupils already on roll and with an EHCP may be able to have their needs met at first, but despite all reasonable endeavours, it becomes evident that mainstream is no longer the best environment for them to flourish. Decisions in this instance will be made in the best interests of the child and in consultation with parents and professionals.

Allocation of resources

The Headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include teaching assistant help, teacher time and materials, which are dependent on the school's SEND budget. Any money allocated as a result of an Education Health Care Plan (EHCP) or additional top up funding is spent according to the priorities outlined in the outcome planning section of such plans, or in accordance with identified need. The school

has a continuing commitment to sourcing appropriate resources for pupils with SEND to minimise disadvantage, improve access to learning and support personal development.

Categories of Special Educational Need

The 2014 SEND Code of Practice recognises four broad areas of special educational need:

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social, emotional and mental health difficulties (SEMH)	Social and emotional difficulties ADHD, Attachment disorders
Sensory and/or physical	Hearing Visual Physical

Identification, assessment and review

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising 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 staff at The Blake School value home/school links and encourage parents to be partners in the education process. Parents are encouraged to discuss any concerns with class teachers as they arise and are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents are welcome to bring a representative or friend with them to any SEN review meetings in school and wherever possible arrangements will be made for interpreters to be present for parents with a first language other than English.

Early Identification

The Blake Primary School recognises pupils who may have needs that can be currently met within the normal differentiated classroom provision, but who present a level of delay in their learning or behaviour that causes their class teacher some concern. In this case, the child would have an individual Pupil Profile outlining specific needs or barriers to learning as well as strategies and planned support for overcoming such barriers. The Pupil Profiles are reviewed termly by Class Teachers. If progress is not made or concerns increase a meeting is held between the SENCo, class teacher and parents to agree next steps and assess to see if the child is meeting the descriptors for SEND.

SEN Support

If a pupil requires additional and different support and meets the Oxfordshire SEND guidance criteria then support at SEN Support is put in place. An Individual Education Plan (IEP) is written by the class teacher with support from the SENCo, and reviewed three times a year. Parents are invited to reviews and encouraged to play a full part in the process. At SEN Support stage, outside agencies may become involved depending on the level and area of need and difficulty; this is often the school's Educational Psychologist, but may be one of a range of other Local Authority or Health Service professionals. Outside agencies may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought as part of a formal referral to any external service.

Reviews of IEP's for pupils on the special educational needs register are usually carried out in October/November, February/March and June/July. Pupils are fully involved with the 'Voice of the Child' being an integral part of review. Parents are invited (in person or remotely), but if they cannot attend, they may arrange to meet the class teacher at a mutually agreed time. TAs are also invited to attend but if they are unable, they provide a brief written input for consideration at the meeting. Following the review, copies of the review form and the new IEP are sent to parents. SEN Support takes the form of a four-part cycle: assess, plan, do, review.

Pupil Profiles are reviewed by the class teacher, pupils and parents three times a year and a formal review will take place during the final parents evening of each academic year before the profiles are passed onto the new class teacher.

Education Health Care Plan (EHCP)

Some pupils with Special Educational Needs receive an Education Health Care Plan. These pupils are likely to have severe, long term, or complex needs that require more specialist advice and support.

For pupils with EHCPs an Annual Review Meeting has to be held once a year which may coincide with one of the regular reviews. At this meeting, consideration is given as to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives and outcomes for the following year. Annual Review meetings are normally held during the school day. All relevant professionals, including those who contributed to the original statement/EHCP, are invited to attend or to submit a written report.

Evaluating success

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and cohorts,
- annual monitoring of procedures and practice by the SEND governor,
- the School Development Plan,
- visits from LA/ODST personnel and OFSTED inspection arrangements,
- pupil voice,
- meetings of parents and staff, both formal and informal.

Links with other schools and transfer arrangements

At The Blake school, it is our intention that:

- pupils with SEND are, if required, given additional visits to secondary provision prior to transfer,
- for pupils with an EHCP, the pupil's EHCP is amended early on in the year of transfer in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned,
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 for whom the particular school has been named,
- representatives from the Partnership secondary schools visit The Blake school to meet parents and pupils before transfer.

Staff development, specialism and appraisal

At The Blake School:

- the SENCO has successfully completed the National Award for SENCO Coordination gaining a post graduate certificate in advanced special educational practice,

- there are regular training sessions for TAs,
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.

Links with other agencies, organisations and support services

Staff are committed to using the expertise and advice provided by other professionals. The school has access to a wide range of education, health and social services professionals available in Oxfordshire including, but not limited to, the Educational Psychology Service, the Advisory Team for Inclusion (SEND), outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and English as an Additional Language Service.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to follow the school's complaints policy. The Oxfordshire Parent Partnership Service is available to parents/carers to offer advice and support.

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