

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	SEND and Inclusion Policy
Date Adopted by the Governing Body	March 2022
Review Date	March 2023

The Oxford Diocesan Schools Trust (ODST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others

The Way Ahead 2001

Our Christian vision for Bampton CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, we are driven by our desire to offer the best possible education for all our pupils in partnership with parents, ODST, Burford Partnership of schools, the Church and the local community.

(also see SEN Information Report on website: www.bamptonprimaryschool.org.uk and LA Local Offer: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Definition of Special Educational Need (SEN):

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

- A child or young person has SEN 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.

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 endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on the trust's Curriculum Policy Guidance which recognise the entitlement of all pupils to a broadly balanced curriculum. The SEN policy and school vision reinforces the need for teaching that is fully inclusive. The Local Governing Bodies and Board of Trustees will ensure that appropriate provision will be made for all pupils with SEN.

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 SEN 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 SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- 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 SEN 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 SEN 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.

Management of SEN within ODST Schools

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

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

Although Teaching Partners play a major role in supporting pupils with SEND, the responsibility for their education lies with the class teacher, with support from the SENCo and school leadership, who will conduct regular assessment for progress and decide next steps in the child's education. The rationale for the deployment of Teaching Partners is class based to support core subjects and the wider curriculum. Teaching Partners 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 SEN Code of Practice 2015, the SENCo is responsible for:

- Overseeing the day to day operation of this policy in partnership with the senior 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 SEN 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 SEN in partnership with the SEN administrator
- Liaising with parents of children with SEN in conjunction with class teachers and other SEN 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 Co-headteachers and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Identification and Assessment

The school follows the 2015 SEN Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. All pupils 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 SENCo 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.'

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 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 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 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 SEN 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 SEN Code of Practice 2014. The Code of Practice 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through Early Years Support/ School Support.

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 SEN 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 (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavor to fully involve all pupils.

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 ODS schools with provision which will help pupils' learning.

TRANSFER ARRANGEMENTS (see Transition Policy)

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.

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, 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 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.

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.

Resources

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

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the headteacher. Clear procedures are set out in the Trust's 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, Anti-Bullying, Positive Handling, Curriculum, Admissions Arrangements and Equality.