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## **SEND Policy**

**Ratified by Governing Body on:** 10<sup>th</sup> February 2021

**Head Teacher:** Lisa Austin

**Chair of Governors:** Ann Parham

**Review Date:** February 2022



Co-funded by the  
Erasmus+ Programme  
of the European Union





*We believe that every child and adult shines with their own unique light. Everyone has special talents which we nurture so that we are all the best that we can be- flourishing and excelling in everything that we do as individuals and as a community*

**Shine your light and share it with the world!**

# Special Educational Needs & Disability (SEND) Policy

**Approved by:** Governors **Date:** January 2021

**Last reviewed on:** June 2020

**Next review due by:** January 2022





# Blewbury C of E Primary School

## Special Educational Needs and Disabilities Policy

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

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# **A School Arrangements**

## **A1 DEFINITION AND AIMS**

### **Definition**

Blewbury Primary School and 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 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.

The SEND Code of Practice recognises four broad areas of need: Communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical.

### **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.

Our 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.

### **ODST Inclusion Statement:**

Trustees expect the leaders and governors in all of its schools to endeavour 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 balanced, broadly based curriculum. Our SEN policy 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**

Blewbury Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others. In order for these pupils to achieve their full potential, we must recognise this and plan accordingly. Some 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. We

aim to provide all pupils with strategies for dealing with their needs in a supportive and caring environment, and to give them meaningful access to a broad and balanced curriculum. In particular, we aim:

- To be an inclusive school and share a common vision and understanding with all stakeholders
- To enable every pupil to experience success and high levels of achievement
- To promote independence and a positive attitude towards their learning
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that all pupils receive appropriate educational provision through a broad and balanced curriculum that is skills based, relevant and differentiated, and that demonstrates coherence and progression in learning
- To give all pupils equal opportunities to take part in all aspects of the school's provision
- To identify, assess, record, and regularly review pupils' progress and needs
- To involve parents in planning and supporting at all stages of their child's development
- To work collaboratively with parents, other professionals and support services
- To achieve a level of staff expertise to meet pupil need
- To give transparent resourcing to SEN
- To monitor our effectiveness in achieving the above aims

## **A2 ROLES AND RESPONSIBILITIES**

All staff have a responsibility for pupils with SEN. 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. Staff responsibilities are identified in individual job descriptions.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of
- support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

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 Senior Leadership Team
- Working with the 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

Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is class based to support literacy, numeracy and science and deliver a range of WAVE 2 and 3 intervention programmes to support children who have a greater need.

### **A3 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 School's admissions arrangements.

All pupils are welcome at Blewbury Primary School and we strive to be fully inclusive, helping all our pupils to overcome their barriers to learning. If a parent of a child with SEND wishes their child to attend Blewbury Primary School, all reasonable adjustments will be made to provide an inclusive education which benefits the whole school community.

## **A4 SPECIALISMS AND SPECIAL FACILITIES**

At Blewbury Primary School:

- All teaching staff are teachers who 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, teaching strategies and scaffolded learning are used to ensure access to the curriculum; resources are easily accessible for staff and pupils
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we 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
- The school utilises access to the expertise of external agency support services and other agencies when these be required

## **B Identification, Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

We receive funding for pupils with SEN through the delegated SEN budget (the SEN Index) that funds the additional support required.

The Senior Leadership Team, SENCO and the Governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher and specialists' time and materials and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education Health & Care Plan. We have a continuing commitment to purchase appropriate resources for pupils with SEND.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

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. Pupils receive differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school

tracking to monitor progress. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN register. Parents are consulted before this decision is made.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to 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.

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. High quality, targeted teaching is the first response to identifying a child with additional need.

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 and School Support.

Blewbury Primary School uses pupil profiles and provision maps to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND and this is kept up to date and shared accordingly. Teachers are committed to early identification of pupils' with SEN and therefore able to help children to overcome their barriers to learning by early intervention, as recommended by the government strategy 'Removing Barriers to Learning'. The Oxfordshire *Special Educational Needs Support in Oxfordshire Schools and Settings (2017)* is used to support identification of children's needs and whether they have SEND.

When a child is identified as having additional needs an Early Help Assessment (EHA) may be completed with the parents and pupils to gain a holistic picture of the child and enable targeted support for the pupil and or family as appropriate and to support any referrals to outside agencies. Where appropriate a Team Around the Family (TAF) process may be instigated to enable agencies to meet and work closely together.

## **Reviews**

Reviews of progress for pupils with SEND are carried out 3 times per year coinciding with, assessment points, data collection points and pupil progress meetings. Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date or participate using remote technology. TAs are invited to attend and participate in the meeting or provide written input if this is appropriate. Copies of the reviewed pupil profile are sent to all parents.

## **Education Health & Care Plan**

The school will request an Educational Health Care Plan (EHCP) from the Local Authority (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.

For pupils with EHCPs, an Annual Review Meeting has to be held in addition to the regular termly reviews. The SENCO will arrange and chair this meeting and at this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. Annual Reviews are held during the school day. All relevant professionals, parents and pupil (where appropriate) are invited to attend and submit a written report.

### **B3 CURRICULUM ACCESS AND INCLUSION**

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.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

### **B4 EVALUATING SUCCESS**

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

- The monitoring of classroom practice by the SENCO and Senior Leadership team
- The analysis of pupil tracking data and test results, relative to objectives taught and year group expectations for individual pupils and/or for cohorts
- Termly monitoring of procedures and practice by the SEND governor
- The school self-evaluation and the SEN Action Plan
- The SENCO's annual report to governors
- The school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- The School Development Plan, which is used for monitoring provision in the school
- OFSTED inspection arrangements, which also enable us to evaluate the success of our provision

### **B5. ARRANGEMENTS FOR 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 Complaints Policy as well as the school's complaints procedure.

## **C Partnership Within and Beyond the School**

### **C1 PARTNERSHIP WITH PARENTS**

The staff at Blewbury Primary School continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school.

They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents are invited to pupil profile reviews 3 times a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages from SENDIASS.

### **C2 THE VOICE OF THE CHILD**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In our School, we encourage pupils to participate in their learning by:

- Contributing to reviews and target setting (formally or informally)
- Talking to TAs and teachers about their learning
- Understanding the transferable skill that is being taught and why this is useful and making links explicit

### **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes service for pupils with Physical Disabilities, Communication & Interaction Support team, Occupational Therapists, Physiotherapists, Educational Psychologists, Speech and Language Therapists and others. It also includes support from other ODST professionals. We are committed to using the expertise and advice provided by other professionals, including those who are independent and arranged by parents.

#### **C4 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.