



St Swithun's CE Primary School – SEND Policy

Section A: Aims and Objectives

Aims

We at St Swithun's C of E Primary School believe that each child has individual and unique needs. However, some children require additional and different support. If these children are to be fully included in all aspects of school life and achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of children may have SEND at some time in their school career. Many of these children 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 create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. Working in partnership with families, we aim to provide all children with strategies for dealing with their needs in a supportive environment, and to give them full and meaningful access to the National Curriculum.

Objectives

Our aim for children with SEND is for them to receive a fully inclusive education, which removes barriers to achievement. In particular, we aim:

- to integrate all children into the St. Swithun's community, recognising that the strengths of each child and the valuable contribution each makes are prime factors motivating this school
- to foster an atmosphere which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- to promote individual confidence and a positive attitude to learning
- to identify at an early age children who need additional help and attention
- to meet the educational, emotional, social, physical and behavioural needs of every child
- to ensure that all children receive appropriate and personalised educational provision
- to provide all children with strategies to support them with their needs
- to endeavour give children with SEND equal opportunities to take part in all aspects of the school's provision
- to identify, assess, record, and regularly review the child's progress and needs
- to work in partnership with parents at every stage of the process
- to work collaboratively with other professionals and SEND advisors to support the individual and group needs of our children
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Definition of SEND and Disability (SEND)

At St Swithun's school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.



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- 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

(2014 SEN Code of Practice)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Section B – School Arrangements

Roles and responsibilities

Provision for children with SEND is a matter for the school as a whole. It is the teacher's responsibility to provide for the children with SEND in their class and to be aware that these needs may present themselves in different situations. All members of staff are responsible for helping to meet a child's Special Educational Need, and for following the school's procedures to meet these needs.

The Governing Body

The school's SEND governor is **Ms Emily Woodeson**. The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative (the SEND governor) who is actively involved, with the Headteacher and Inclusion Leader, in the implementation of the SEND policy within the school.

The Headteacher

The Headteacher has overall responsibility for policy, practice and provision in respect of children with SEND. This also includes:

- the management of all aspects of the school's work, including provision for children with SEND
- keeping the governing body informed about SEND issues
- working closely with the Inclusion Leader
- overseeing the deployment of all SEND personnel within the school
- monitoring and reporting to the governors about the implementation of the schools' SEND policy and its impact on the school as whole

The Inclusion Leader

The school's Inclusion Leader is **Mr Ben Scott**. In relation to children with SEND, he is responsible for:

- overseeing the day to day operation of the school's SEND policy
- the effective deployment of teaching assistants (in liaison with the school's HLTAs and Business Manager)
- co-ordinating the provision for children with SEND



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- ensuring that an agreed, consistent approach is adopted, liaising with and advising other school staff
- helping staff to identify children with SEND
- carrying out detailed assessments and observations of children with specific difficulties
- supporting class teachers in devising strategies, drawing up suitable provision for children and setting appropriate and aspirational targets to meet the needs of the children
- advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- monitoring the implementation of programmes of work designed for children with SEND and supporting staff in developing appropriately tailored targets
- liaising closely with parents of children with SEND so that they are involved in the decisions made about their children's learning
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, relevant school staff and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information
- contributing to the in-service training of staff
- Keeping up to date with developments in SEND

Class Teachers

Class teachers are responsible for:

- including children with SEND in the classroom and for providing an appropriately differentiated curriculum
- holding regular 'Active Mentoring' meetings with the children in order to discuss their learning, reviewing progress towards targets and establishing new targets. This process will also include discussions with parents
- ensuring appropriate provision is being made for children with SEND in their class
- monitoring and assessing the progress of children with SEND towards their targets
- liaising with the Inclusion Leader for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting children with SEND
- liaising with parents/carers of children with SEND so that their views, as well as the children's views, are central to the planning process.
- maintaining the SEND and 'Active Mentoring' files for children within their class on the SEND register
- ensuring excellent communication with support staff in order to appropriately support children's learning.



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Higher Level Teaching Assistants

The Higher Level Teaching Assistants (HLTA) are responsible for:

- liaising with the Inclusion Leader and the school's business manager in relation to the deployment of TAs
- supporting with the monitoring the effectiveness of TAs
- supporting with the monitoring the effectiveness of interventions
- supporting with SEND administration
- covering teacher's non-contact time.

Teaching Assistants

Teaching Assistants work as part of a team with the Inclusion Leader, HLTAs and the teachers. They have a vital role in supporting all children's individual needs, and helping with the inclusion of children with SEND within the class. They play an important role in supporting the children with their different learning targets, monitoring progress, contributing to the review process and helping children with SEND to gain access to a broad and balanced curriculum. Teaching Assistants will:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with SEND
- use the school's procedures for giving feedback to teachers about children's responses to tasks and strategies
- lead small group/individual sessions
- provide interventions for children requiring specific support for learning needs

Lunchtime Supervisors

Lunchtime Supervisors are given any necessary information relating to the supervision of children at lunch-time. They may:

- meet the Inclusion Leader/ HLTA or class teacher in relation to behaviour management and other issues for particular children.
- follow the school's policies and procedures in particular those relating to safeguarding and behaviour.
- have the necessary information/knowledge of children to support each child and their individual needs.

Admissions Arrangements

St. Swithun's C of E Primary School welcomes all children and strives to be a fully inclusive school. The admission arrangements for children with SEND do not differ from those for other children. Admission is according to Local Authority policy and is based on the principles of equality of opportunity and access, provided that it is agreed by the LA that children's needs can be best met in a mainstream school. The school serves the families living in its immediate area and, in line with the Government's parental right of choice, is happy to admit children from outside the catchment area if places are available.



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Specialisms and Special Facilities

At St. Swithun's School:

- all teaching staff are teachers who are able to teach children 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 child
- a range of high quality resources are used to ensure all children are supported to access the curriculum
- all staff are kept well informed about the strategies needed to manage children's needs effectively and we try to ensure that other children understand and respond with sensitivity
- support aims to encourage children to become as independent as possible within a safe and caring environment.
- we have access to the expertise of the LA services and other agencies if required

Section C – Identification, Assessment and Provision

Categories of Special SEND

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take and not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice (2014) refers to four broad areas of need:

Communication and Interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the



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educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identifying Needs and Assessment

Early identification is vital and offering a graduated approach to support is a high priority of ours. Teachers will inform the parents at the earliest opportunity to alert them to concerns and enlist their help and participation. The class teacher and Inclusion Leader assess and monitor the children's progress in line with existing school practices. We use a range of strategies that makes full use of all the available resources. The child's teacher may also offer interventions that are different from or additional to those provided as part of the school's working practices. Our teachers will keep parents informed and draw upon them for additional information.

The Inclusion Leader, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and will take the lead role in further assessments of the child's needs. The additional support offered to the child will follow The Four Part Cycle as outlined below.

The four part cycle: (Please refer to Appendix 1 to see a more detailed flow chart of this cycle in action)

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEND Support is required the class teacher and Inclusion Leader will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with the child using appropriate language and with the parents/carers. All staff who work with the child will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support, set out the plan and monitor the progress being made. The Inclusion Leader will provide support, guidance and advice for the teacher.

Review:

The plan, including the impact of the support and interventions, will be reviewed each term by the class teacher, the Inclusion Leader, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.



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If a child has lifelong or significant difficulties, the school (and parents) may decide to apply for an Education, Health and Care Plan. This will occur when the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing, planning and identifying resources, is required. Further information about EHC Plans can be found via the SEND Local Offer <https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of Assess, Plan, Do, Review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are discussed with pupils and successes are celebrated. Pupils with an EHC plan will have an Annual Review meeting to discuss the progress that they have made and to update their targets if this is deemed appropriate.

SEND Provision

SEND support can take many forms. This could include:

- a pupil profile with learning targets for the term and the year
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment to promote independence and access to whole class learning
- working with a child in a small group
- observing a child in class or during play times and lunchtimes and keeping records
- helping a child to take part in the class activities
- making sure that the child has understood their learning by encouraging them to discuss what they have been taught, ask questions about their learning and record what they have learnt appropriately
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Each pupil with SEND is an individual and their pupil profile is tailored to meet their particular needs. Pupil Profiles are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Section D: Partnership within and beyond the school

Staff development and Appraisal

Through the development plan and professional development meetings, the school decides on priorities for SEND INSET for the staff. The Inclusion Leader and HLTAs meet with the TAs to discuss their training requirements and ensures that there is INSET provision for all staff.



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At St Swithun's, we are:

- committed to developing expertise in the area of SEN
- there are regular training sessions for teaching staff and TAs
- whenever possible the Inclusion Leader attends any local Inclusion support briefings that may be arranged
- whole staff in-service training sessions are arranged as appropriate in response to particular needs within the school
- reading and discussion of professional documentation are considered to be part of staff development
- the Inclusion Leader and other staff attend LA and partnership meetings as appropriate
- newly appointed teaching and support staff meet the Inclusion Leader to discuss SEND procedures in the school.

Partnership with parents

The staff at St. Swithun's C of E Primary School will 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 will 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 planning and strategies for their child. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records. Parent consultation meetings are held twice a year, but parents are welcome to visit the school or arrange meetings at other times (as necessary and reasonable) to discuss any aspect of their child's progress with the class teacher or Inclusion Leader.

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 are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

SENDIASS provides a range of support for parents of children with SEN, including Independent Parental Supporters (IPS). IPS give advice and support to parents of children with SEN at any age or stage. More information about SENDIASS can be found at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-SEND/SENDdiass-oxfordshire>

Links with other agencies, organisations and support services

The school has access to a range of education, health and social services professionals available in Oxfordshire. These include:

- outreach teachers from Language Resource Bases
- Special Educational Needs Support Service (SENSS)
- service for children with Physical Disabilities



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- Sensory Support Service
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists

It also includes the Educational Psychology Service and the Advisory Team for Inclusion. School staff are committed to using the expertise and advice provided by other professionals.

Links with other schools and transfer arrangements

Transfer and links with other schools

- there are opportunities for all children to visit their prospective secondary school
- children with SEND are given additional visits, if required, to ensure that they feel comfortable in their new surroundings.
- representatives from local secondary schools are available for consultation before the time for transfer
- for children with an EHC plan, an Annual Review meeting will take place early in the spring term of the child's transfer year to give parents the opportunity to express their preferences for secondary provision.
- SEND action records are transferred following LA procedures
- the Inclusion Leader of the receiving school, where possible, attends the final annual review of Year 6 children with statements for whom the particular school has been named
- the catchment secondary school for children living in Kennington is Matthew Arnold School. Some of the children in our school may transfer to secondary schools in Abingdon or Oxford City. Representatives from feeder secondary schools visit our school to meet children and, where appropriate, with parents before transfer.

Transfer within the school

- teachers liaise closely when children transfer to another class within the school
- meetings are arranged, wherever possible, between the staff involved in monitoring the child's progress
- there are close links between Kennington Playgroup and St. Swithun's Early Years' Unit. Leaders from the playgroup meet school teaching staff to discuss children with SEN when they are about to start school
- all children have the opportunity to spend one or sometimes two transition days in their new class (usually in late June/early July), wherever possible with the teacher they will be with in the new school year.

Monitoring and Review

- 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 (Headteacher)



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Signed (on behalf of the Governors)

Date for review: July 2021