



CHRISTOPHER RAWLINS C.E (AIDED) PRIMARY SCHOOL

Our Special Educational Needs and Difficulties policy has been updated by the Headteacher and SENCo in consultation with the governing body, and the staff. It has been written with reference to the relevant documents and guidance contained in the SEND Code of Practice 2015.

The Policy is linked to the school's Single Equality Plan which seeks to increase the involvement of special needs children in off-site activities and to improve signage to better protect the interest of disabled children.

The Policy supports the SEND objectives of the School Improvement Plan. These objectives seek to develop the range of interventions provided and TA expertise in presenting them; to increase 1:1 reading where this would be of benefit and to review behaviour strategies.

Mission Statement

At Christopher Rawlins School we value the abilities and achievements of all pupils, and are committed to providing the best possible environment for learning for each child. We are also committed to promoting the five outcomes of 'Every Child Matters' that children should: stay safe, remain healthy, enjoy and achieve, achieve economic wellbeing and make a contribution.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs by making reasonable adjustments. This Policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To strive for an environment where each child can be healthy, stay safe, enjoy and achieve, make a positive contribution and take steps towards achieving economic wellbeing.
 - To reach high levels of achievement for all
 - To be an inclusive school where equal opportunities are provided for the whole family (both adults and children)
 - To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
 - To meet individual needs through a wide range of provision
 - To attain high levels of satisfaction and participation from pupils, parents/ carers
 - To share a common vision and understanding with all stakeholders
 - To give transparent resourcing to SEND
 - 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's need
- To recognise that many pupils will have special needs at some time during their school life.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

Management of SEND within School

The Headteacher and the governing body have agreed that at present the SENCo role will be taken by a class teacher. This member of staff holds the National Award in Special Education Need Coordination and is experienced in leading SEND provision within the school. The management of SEND is supported by the Educational Psychologist. All school staff have a responsibility for pupils with SEND and their particular need. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions linked with quality first teaching. Teaching Assistants (TA's) play a major role in the support of pupils with SEND. Their deployment is organised in response to current need and is under constant review.

The SENCo is responsible for:

- Strategic development and overseeing the day to day operation of this policy
- Co-ordinating and deploying provision for children with special educational needs
- Developing awareness of the local offer
- Liaising with and advise teachers to support quality first teaching and differentiation.
- Managing and deploying teaching assistants
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with Class Teachers
- Contributing to the in-service training of staff
- Working as a key point of contact for working and liaising with external agencies including the Local Authorities (LA's) support and educational psychology services, health and social services, and voluntary bodies

The SENCo is responsible for reporting to the Headteacher and the Governor with responsibility for SEND on the day-day management of SEND policy.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The Headteacher and SENCO will ensure that whole school tracking data is kept up to date and is, together with P levels, used as an early identification indicator and a monitor of progress of pupils working below National Curriculum Levels.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. Further guidance on dealing with bullying issues can be found on the GOV.UK website.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. As a school we look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

A number of additional indicators of special educational needs are used:

- The analysis of data including: Foundation Stage Profile, SATs, Reading Ages, Spelling Ages, Raise on line, FFT, Oxfordshire Pupil Tracker, Annual Pupil Assessments & Analysis of independent work the use of Oxfordshire County Council Moderation Descriptors
- The use of Oxfordshire County Council's Literacy Assessment Pack
- The completion of teacher's initial concern forms
- Following up parental concerns or those of the children themselves
- Tracking individual pupil progress over time
- Information from previous schools
- Information from other services

The SENCo maintains a list of pupils identified through the procedures listed. This list is reviewed three times per year, but a child with an identified need may be added at any time. A detailed analysis of the list takes place annually before the January census (PLASC).

Curriculum Access and Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Quality First Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In order to meet the learning needs of all pupils, teachers differentiate work to take account of inclusion strategies, through the broad and balanced curriculum in place. They strive to meet individual learning needs, marking work and planning homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to those needs.

The range of provision includes:

- Quality first teaching
- In class support for small groups with an additional teacher or Teaching Assistant
- Small group or paired withdrawal with TA
- Individual class support / individual withdrawal
- Further differentiation of resources
- Lesson planning to address needs and remove barriers; planning is provided by class teacher
- Study buddies/cross age tutors
- Specific interventions
- Wave 3 interventions
- Provision of alternative learning materials/special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Staff development/training to undertake more effective strategies in relation to individual needs
- Access to Educational Psychology and other Oxfordshire county Council Services for advice on strategies, equipment, or staff training

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Monitoring Pupil Progress

Progress is the crucial factor in identifying pupil's potential and determining the need for additional support. However, progress which can be described as 'adequate' will vary depending on the severity and persistence of the difficulties experienced by the learner. Progress can be shown when:

- The attainment gap narrows between pupil and peers
- Attainment gap ceases to widen
- Pupil's improve on previous rate of progress
- Pupils improve in their ability to access the curriculum
- Pupils shows an improvement in self-help and social or personal skills
- Pupils show improvements in behaviour
- Data indicates that the difference is being diminished
- Regular monitoring by SENCo of provision offered in class

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them; records are kept in secured and locked cupboard In addition to the usual school records the pupil's profile will include:

- Pupil Profiles and Reviews for all SEN support and Education Health Care Plan (EHCP). These profiles will detail the strengths and weaknesses for each child and the agreed outcomes they will make. For pupils with EHCP these outcomes will meet the recommendations of the EHCP. Alongside each pupil profile will be a provision map detailing the intervention the young person is having. Provision maps will record only that which is different from or additional to the normal differentiated curriculum,
- Targets to be addressed in groups set up though provision mapping
- A timetable of provision
- Selected forms from Oxfordshire County Council Action Record
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from Oxfordshire County Council (OCC) services and other agencies

Publishing Information: SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is

set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through early intervention and agreed Graded SEN support and EHCP as described below.

Graded SEN support

When teachers or parents have a concern about a child then the class teacher will use the OCC SEND guidance to evidence the concern they have. This is then used to look at the descriptors to determine whether SEND support is needed for the child.

Graded SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Graded SEN support can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little, or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social/behavioural difficulties which are not affected by behaviour management strategies

- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, will collaborate with teachers and support both the assessment of the child's needs and the choice of intervention. The class teacher will however remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the impact of SEN support work.

Request for Additional Funding

Christopher Rawlins Church of England Voluntary Aided School may apply to Oxfordshire County Council for extra funding for a SEN support child whose needs are clearly requiring a higher level of support than is usually needed. This can be applied for as Early Years and school additional funding. This application process is linked with provision allocated within school.

Request for EHCP

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within graded SEN support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent, or outside agency. The school will have the following range of evidence/information available:

- The interventions at SEN support level
- Current and past Pupil Profiles
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessed progress
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

EHCP

An EHCP will normally be provided where, after a Statutory Assessment, if the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that:

- Collectively match the longer-term objectives set in the EHCP but individually provide small steps
- Are established through parental/pupil consultation
- Are set out in a Pupil Profile
- Are implemented in the classroom through intervention and bespoke support
- Are delivered by the class teacher with appropriate additional support where specified

Reviews of EHCP

EHCP's must be reviewed annually. The LA will inform the school at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teachers
- The School's designated SEND Education officer
- The Educational Psychologist

- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Year 6 Reviews, receiving schools may be invited to attend in order to plan appropriately for the new school year and give parents the opportunity to liaise with teachers from the new school.

The school will support pupils with SEN in transfer between phase of education and to different educational establishments.

Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents/carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome in our school
- Ensuring all parents/carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents/carers opportunities to discuss ways they and the school can help their child
- Agreeing targets for the child
- Making parents/carers aware of the SENDIASS (formally Parent Partnership Services) by prominently displaying their leaflets and supplying names and telephone numbers on application.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils on the SEND Register by encouraging them:

- To share their feelings about their education and learning
- To identify their own needs, join in Assessment for Learning initiatives and begin to understand some of their own preferred learning styles
- To be able to discuss their difficulties with Class Teachers, TA's and other adults.
- To share in target setting.
- To contribute to the reviewing of their own progress and collaborate in setting new targets
- To be involved in their behaviour management and to discuss problems with behaviour mentors
- To contribute to Annual Review where this is appropriate

Special Provision/Enhanced Resource Facility

The Disability Equality Scheme keeps under continual review facilities to assist access for pupils who are disabled. Wheelchair access, disabled toilets and parking, ramps, handrails, and easy access for taxis/other transport are all in place at Christopher Rawlins Primary School.

Links with Education Support Services

We aim to maintain useful contact with support services within the Children and Young People's Service and appropriate advice will be sought for any child on the SEND register who would benefit from referral. When possible the SENCo will strengthen links by attending local partnership network meetings.

Links with Other Services

Effective working links are also maintained with:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Community Health Service
- Family support and safeguarding
- SENDIASS (formally Parent Partnership)
- School Nurse
- Educational Psychologist
- Specialist Teachers
- CAMHS
- Outreach Service
- LCSS
- OSCB

INSET

In order to maintain and develop the quality of our provision, staff are required to undertake appropriate training. Some training for individuals is through LA training days and wider issues are addressed on staff INSET days held at Christopher Rawlins Primary School, or shared with other primary schools in The Warriner School Partnership .

Resources

The provision for SEN/Additional Educational Need (ANE) is funded by money allocated from the school SEN/AEN formulae funded budget. These funds are deployed to implement the SEND policy and to provide TA assistance for children with SEND. The school also has access to an educational psychologist through partnership funding.

There is also an additional annual cost for resources and for training which is provided by the school budget.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher. The Chair of Governors may be involved, if necessary. In the case of an unresolved complaint the LA may be involved.

Review of the SEND Policy

Christopher Rawlins School considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Linked Policies:

[Child Protection and Safeguarding Policy](#)

[Supporting Children with Medical Needs](#)

[Access to Education Policy](#)

[Equality Act 2019](#)

[GDPR Policy \(April 2018\)](#)

Designated Teacher: Sandra Lushey

Designated Governor: Lianne Dye

Date agreed with Governing Body: 23rd October 2018

Signed on behalf of the Governing Body:

Date of Review: 3 year cycle of review

Monitoring	Evaluation
Curriculum provision	
<ul style="list-style-type: none"> 1.Scrutiny of planning 2.Classroom observation 3.Work sampling 4.Teacher interviews 5.Informal feedback from SEND staff/support staff 6.Pupil interview 	<ul style="list-style-type: none"> 1.Planning shows differentiation and specified and varied roles for support adults 2.There is differentiation, and further differentiation, of learning opportunities in the classroom 3.Work sampling shows curriculum continuity and progression in learning 4.Teachers feel supported in meeting the needs of individual pupils 5.Pupils with SEND are given suitable learning tasks to meet their needs 6.Pupils can identify what and how they are learning
Individual pupil progress	
<ul style="list-style-type: none"> 1.Scrutiny of whole school data –progress of pupils identified as having SEND 2.Sampling individual pupil work 3.Analysis of assessment data relating to individual pupils 4.Scrutiny of Pupil Profiles 5.Reports reviews Pupil review meetings and records of review meetings Pupil interviews 	<ul style="list-style-type: none"> 1.Pupils with SEND make good progress in comparison with other pupil groups 2.Samples of pupil work show progression over time 3.Data recording individual pupil progress is analysed and shows progression 4.Pupil Profiles are shared with pupils with their desired outcome 5.Pupils are actively involved in Profile and annual reviews
Monitoring the implementation of SEND procedures	
<ul style="list-style-type: none"> 1.Analysis of assessment data and pupil tracking (including the use of P scales) 2.Register analysis 3.Parent questionnaires 4.Staff questionnaires 5.Analysis of systems for ensuring effective communication Sampling of SEND files 6.Classroom observation relating to effectiveness of support staff and SEND staff Provision Maps 	<ul style="list-style-type: none"> 1. Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be ‘out of step’ with peers Assessment data is analysed and used to inform provision 2.The SEND register is reviewed termly and distributed to all staff The register is audited, analysed and any appropriate action taken There is movement on the register, both up and down the levels of intervention 3.All parents are informed of their child’s special educational needs Parents express satisfaction with the provision made 100% parents attended annual reviews 4.Staff feel they have sufficient information and support SEND files are up to date and accessible

	<p>5.The SENCo has regular meetings with the governor with responsibility for SEND</p> <p>6.Resources are used effectively</p> <p>Support staff have clear roles</p> <p>Support staff are effective in supporting pupil learning</p> <p>All SEND staff are appraised and receive regular training</p> <p>Analysis of provision menu shows a range of provision to meet individual needs</p> <p>Analysis of provision mapping shows appropriate actions to meet individual needs</p>
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