



SPECIAL EDUCATIONAL NEEDS AND DISABILITY [SEND] POLICY – 2018 - 2019

Every teacher at Cropredy Primary School is a teacher of pupils with SEND and therefore teaching such children is a whole school responsibility.

The School adheres to the SEND Code of Practice 2014 (revised January 2015) and the Equality Act 2010.

Cropredy Primary School is totally inclusive and we welcome all children. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEN. Teachers will have high expectations of pupils with SEN and their rate of progress will be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

The Government Department for Education makes it clear in the SEND Code of Practice that SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.

First step provision for pupils who may have SEND is through high quality class teaching, differentiated appropriately for individual pupils. Teachers will provide a careful balance of differentiated lessons.

Lessons will be differentiated by task, by outcome or by additional support/resources as required to meet the needs of the individual pupil.

Identifying Pupils with Special Educational Needs:

Some pupils, despite high quality class teaching, do not make sufficient progress. The class teacher will discuss their concerns with the school's Special Educational Needs Coordinator [SENCO]. Together they will consider a holistic approach to improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. It could be a temporary situation caused by external factors. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time. Following a review, if the difficulties continue then the child should be considered for being placed on the school's SEND register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEND register. The school will inform the parents of the additional support and interventions being put in place. When identifying a pupil's particular area of special needs, the teacher and SENCO will identify this together using the Local Authority's guidance.

The four broad barriers to learning are:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

Provision for pupils with SEND:

Most pupils with SEND will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs.

The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEND pupils.

Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "*additional to and different from*" normal provision within the class. **However additional targeted intervention does not replace high quality class teaching.** The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school's Special Educational Needs Coordinator [SENCO]. Targeted interventions will be provided by a qualified teaching assistant or the class teacher.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND. The class teacher and SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting, then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

A small number of pupils with SEND may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include the Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy Service and/or other appropriate services.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. For pupils whose barriers to learning are solely educational, the Local Authority may award the school Additional Funding to help the needs to be met. This requires a period of evidence gathering and an application by school. Pupils whose needs are more complex and involve health and/or care needs will require a co-ordinated assessment of their special needs, again undertaken by the Local Authority, who may issue an ***Education, Health and Care Plan***. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the Plan.

Some pupils with complex SEN currently may have a Statement of SEND under the previous system. Following the Annual Review process the Local Authority will consider changing a Statement of SEND into an Education, Health and Care Plan.

In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the ***Education, Health and Care Plan***. This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However the parents make the final decision on this matter.

Assessment, Tracking and Provision Mapping:

Monitoring of the additional targeted interventions will be ongoing. To measure progress pupils with SEND are likely to be assessed more frequently and their progress closely tracked. This will enable the SENCO to adjust targeted interventions appropriately. Mapping of the provision in place for pupils will be undertaken by class teachers and managed by the SENCO.

Partnership with Parents:

The school encourages all parents to engage in conversations with their children's teachers to support their child's learning. When all adults work together as a team to support a child's learning their progress increases.

Parents of pupils with SEND are strongly encouraged to work closely with the school to support their child's learning and regular meetings will be offered in the form of Structured Conversations. The parents' contribution to a review meeting called a Structured Conversation is very important. This is a time for school staff involved to listen to the parents. The class teacher, teaching assistant, SENCO and the pupil will all be invited to attend the Structured Conversation.

A Pupil Profile will be set up for each child and will be reviewed/discussed during the Structured Conversation.

Pupils with an Education, Health and Care plan are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend. Parents with children who have an ***Education, Health and Care Plan*** will have multi agency support with managing their personal budget (as appropriate) to meet their child's needs provided through the Plan.

The SEN Information Report: The school will make available an SEN Information Report to sit alongside this policy, identifying more detail of how school will support pupils with SEN. This is turn sits alongside the Oxfordshire Local Offer.

Transition Reviews:

The SENCO will set up transition meetings with pre-school settings and secondary schools to ensure a smooth transition for SEND pupils. Parents will be included in these important meetings.

Training for Staff CPD:

All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

Looked After Children:

If the Designated Teacher for Looked After Children is not the SENCO, that teacher must work very closely with the SENCO.

Governor for SEN:

The school has a designated governor for SEN who will meet regularly with the SENCO to discuss the needs and provision of SEN pupils as well as discussing progress data.

This policy was approved at a meeting of the full governing body on:

Signed..... (chair of governors)