Stanford in the Vale Primary School

Love, Hope, Community

Policy for Special Educational Needs and Disabilities

The following Special Educational Needs and/or Disabilities (SEND) Policy contains the values, aims and practice of Stanford in the Vale (CE) Primary School in relation to children's learning.

Definition of Special Educational Needs and/or Disabilities (SEND)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have *a learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school."

Special Educational provision means:

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.

All children are valued and their self-esteem nurtured. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is to create a nurturing, inclusive environment within which all children with special educational needs and/or disabilities may participate in activities and be able to access a creative curriculum effectively.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership with parents, and, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs and/or disabilities.

Roles and responsibilities

Governors' role: The governing body will endeavour to:

- Do its best to ensure that the necessary provision is made for any child who has SEND;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND;
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- Ensure that a child with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with SEND;
- Have a written Special Educational Needs and/or Disabilities Policy
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus, including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEND provision is continually monitored;
- All steps are taken to not discriminate against children with disabilities in their admissions arrangements, in their education, or in the exclusion and associated services provided by the school for its pupils.

Inclusion Manger's role (relating to SEND):

Currently the Inclusion Manager is Miss Laura Jamison who is responsible for co-ordinating the provision of SEND throughout the school. This involves taking a strategic lead in developing and evaluating SEND practice within the school and co-ordinating the day to day operation of the school's SEND policy.

Objectives:

- To support all staff to narrow the gap between those pupils with SEND and their peers.
- To train, coach and mentor school staff to ensure that teaching and learning for pupils with SEND results in accelerated progress.
- To strive to ensure that all staff have the knowledge and skills to support pupils and families to achieve desired outcomes.

Leadership and Management:

- Strategic lead to enable all staff to accurately assess the needs of pupils with SEND and identify the barriers to achievement.
- Strategic lead to ensure that the progress of vulnerable groups is rigorously tracked and teachers are challenged and supported to ensure that progress is accelerated and the gap between pupils with SEND and their peers is closing.
- Monitor and evaluate the effectiveness of SEND provision through an evaluative provision management cycle.
- Take a lead on aspects of the school self-evaluation and the improvement plan to ensure that the progress of vulnerable learners is reflected throughout.
- Advising, supporting and ensuring that all staff have the knowledge and skills to identify and remove barriers to achievement and are able to use the OCC SEND Indicators and Inclusive Support Series to support pupils appropriately.
- Advise and allocate the schools delegated SEND budget and other resources to ensure effective curriculum access for all pupils with SEND
- Determine when to involve outside agencies; co-ordinate and evaluate this provision.
- Advise, train, support, monitor and coach support staff alongside other leaders in the school.
- Closely liaise with governors and ensure that the school website is relevant and up to date and includes the School Information Report and the School's SEND policy.

Teaching and Learning:

- Model good or better inclusive classroom teaching so that colleagues can learn from excellent practice.
- Advise, monitor, coach and challenge teachers to develop inclusive practice in class so that all pupils have work that is both challenging but within their capabilities.
- Ensure that effective feedback for vulnerable groups has impact on learning
- Ensure (via the Class Teachers) that any homework given is appropriate to the needs of the pupils
- Regularly evaluate the impact of inclusive teaching and support staff to ensure maximum impact

Behaviour and Safety:

- Ensure that pupils are accurately assessed so that underlying barriers to achievement do not result in challenging behaviour
- Advise and support teachers with behaviour for learning strategies.
- Support staff with the implementation of strategies in line with Relational Practice.
- Support teachers with strategies to meet the needs of pupils with SEMH.
- Monitor and evaluate provision (including provision off site) for pupils with SEMH to ensure it has maximum impact.
- Monitor school incidents by vulnerable group; action plan for any group that is over represented.

Arrangements for co-ordinating provision for children with SEND

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. Teachers are responsible for meeting the needs of all the children in their class.
Where a child has been identified as having SEND the Class Teacher may enlist the support of the Inclusion Manager to help them manage and coordinate the child's support needs.
For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or Inclusion Manager and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Admission arrangements

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for Equality of Opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.
Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met**.** If a child is transferring into the school with a statement/EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.
Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

All doors and corridors provide wheelchair access. There is a toilet for the disabled with an emergency alarm.

Resources

Most of the resources used by children having SEND are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the Inclusion Manager to manage the support for SEND and meet the objectives of this policy. Any requests for further additional resources should be made to the Inclusion Manager. The SEND office contains all of the specific resources purchased for use with children for whom additional resources are outlined in their Pupil Profile.

Identification, and Assessment arrangements and Review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach. The document does not assume that there are hard and fast categories of SEND, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction Needs;
- Cognition and Learning Needs;
- Social, Emotional or Mental Health Needs;
- Sensory and/or Physical Needs.

The school uses the Oxfordshire County Council's SEND Indicators to help staff and parents to decide whether a child has a Special Educational Need and/or Disability. These indicators help to identify the nature of the child's primary need for SEND support and helps staff to ensure that children with SEND section of the Inclusion Register.

Graduated Approach

Quality First Inclusive Teaching:
Where possible we will try to meet every child's needs within the classroom by offering Quality First Inclusive Teaching (QTF). Methods used for planning and teaching meet the needs of the majority of the children in our school. However, following careful identification and assessment the school and parents/carers may determine that their child is not making adequate progress.

- Where a pupil is falling significantly outside the range of expected achievement and who may possibly have SEND, they will be closely monitored by staff in order to assess their level of learning and possible difficulties or barriers.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child to progress and enable the teacher to better understand the nature of their need and subsequent teaching style or provision that may be required.
- The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the child within the class.
- Parents will be informed fully of every stage of their child's development and how their child's progress may be monitored. Parents are encouraged to share information and knowledge with the school.
- Parent's evenings are used to monitor and assess the progress being made by children.

Where the child is not making the progress expected for their age and/or has several support needs highlighted on the Oxfordshire County Council SEND Indicators checklists, the Inclusion Manager, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used. Where this review leads to the conclusion that the child needs support over and above that which is normally available within the class or school, we will place the child on the Special Educational Needs and/or Disabilities Register under the category '**SEN Support**'.

SEN Support

Where it is determined that a child does have SEND, parents will be formally advised of this and the child's name will be added to the SEND section of the Inclusion register, with the agreement of parents/carers. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:
· Assess
· Plan
· Do
· Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child develops. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to the child's needs, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.
Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The Oxfordshire Inclusive Support Series provides strategies and approaches to help support children with their learning.
Further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parent(s). The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development.

The above approach will be recorded on a **Pupil Profile**.
All Pupil Profiles are reviewed three times a year and targets are discussed at parents/carers' evenings and/or individual appointments.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, known as an Education, Health and Needs Care Assessment (EHCNA) which is usually requested by the school but can be requested by a parent.
This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:
· Parents
· Teachers
· Inclusion Manager
· Social Care
· Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer link on the School website.

Intervention

Where necessary, a child with SEND will be offered extra support in the form of an Intervention, appropriate to the child's SEND. Intervention may involve the use of published scheme, designed to support a specific area of SEND or it may involve more general support. For example, a child may need elements of a lesson to be repeated or explained in a different form. Other children may require support transferring a particular skill into classroom practice.
In most cases this intervention is delivered by a Teaching Assistant and where possible, may be located in another part of the school. Prior to starting an Intervention, the child's current working levels are assessed. This provides a baseline score. At the end of a period of intervention, the child's working levels are assessed again and compared with the original score in order to assess the impact of SEND support in school. Where an intervention does not appear to be reducing the gap in attainment, following a period of ten weeks (usually a whole term) the intervention is reviewed and may be changed accordingly.

Complaints procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Manager and/or Head Teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Continuing Professional Development (CPD)

Through the monitoring and evaluation of our provision, the Inclusion Manager, in discussion with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings.

Links and Use of outside agencies

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for children with SEND.
Where it is necessary to contact outside agencies, the Inclusion Manager will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Physical and Sensory Impairment Support Service Team, Speech Therapist, Communication and Interaction Advisory Team, Health and Local Authority personnel. Any or all of these agencies may be involved in the delivery or review of outcomes set in children's Pupil Profiles in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are essential partners in the effective working relationship with the school in raising their child's attainment. They are encouraged and supported to become fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Pupil Profiles. The school will also update and involve parents/carers with relevant information and decision-making.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. We aim to encourage the development of confident young children, who know that their opinions will be valued and who can practise making informed choices and decisions relating to themselves and others.

In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We support them to take ownership of their learning targets by discussing their needs and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals, challenges and outcomes.

Links with other schools/agencies (including the voluntary sector)

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children and EY staff are invited to visit us for induction visits in the term before the children start school. If necessary the school liaises with other agencies at this stage. A home visit is also made.

Children with SEND who transfer from other schools, are supported through their induction to the school by the class teacher and Inclusion Manager, to ensure that they settle well and receive appropriate support.

Children in year 6 with SEND, transferring to King Alfred's Secondary School or Faringdon Community College, take part in the standard moving up days in July and they are offered further transfer visits dependent upon their needs. A member of staff also visits us to talk to all the children before they transfer. The SENCOs from the Secondary Schools attend any Year 6 Annual Reviews and in the summer term, there is a SEND information transfer afternoon.

Date: **Oct 2026**

Review: **Oct 2028**