



Special Education Needs and Disabilities (SEND) Policy - from November 2018

Longworth Primary School is a small rural, three-class primary school where there is a personalised approach to including all pupils, through the adjustment of planning, provision, support and challenge as appropriate. The Governors and staff recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. 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 learners.

Some children may need special educational provision to be made for them that is additional to or otherwise different from that which is made generally for children of the same age. This may mean that the child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability that means adjustments need to be made in order for him or her to access facilities within the school.

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1. Identification of SEND

At Longworth we are committed to the early identification of special needs so that provision can be put in place to help the child make accelerated progress and overcome barriers to learning.

There are rigorous assessment and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs:

- Observations of behavioural, social and emotional development
- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress and attainment.
- Standardised testing and assessments
- Assessments by a specialist service, such as Educational Psychology.
- An existing Statement of SEN or Education, Health and Care plan.
- Another school or LEA which has identified or has provided for special/additional needs
- A child's early history or parental concern

- Requiring specialist material/equipment or support for sensory/physical problems

Assessment data is analysed in October, February and June by the Head, SENCO and class teacher at pupil progress meetings. If it is considered that a child is under-achieving against expected levels of attainment, or making less than expected progress, teachers will use guidance materials in the SEN guidance to support their consideration of the need for extra support. Slow progress and low attainment do not necessarily mean that a child has SEN.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:-

- Differentiated curriculum support within the class, and possibly some extra support, adjustments or resources.
- Special Educational Needs support.

2. Strategies to support children identified with SEND

Differentiated Curriculum Provision

In order to make progress a child may only require targeted teaching and/or resources or adjustments to support independent learning. Differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the regular planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

Special Educational Needs Support (SEN support)

This is provision that is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas.

- **Communication and Interaction:** Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism
- **Cognition and Learning:** Learning difficulties
Specific Learning difficulties eg Dyslexia, Dyspraxia, Dyscalculia
- **Social, emotional and**

- mental health difficulties: Behaviour reflecting underlying mental health difficulties (eg anxiety, depression). Attention Deficit Hyperactivity Disorder
Attachment disorder
- Sensory and/or physical needs: Hearing impairment
Visual impairment
Multi-sensory impairment
Physical difficulties

Where needs are similar, it may be appropriate to support these children within a group. However, there should be scope for each child to have an **individual target/s**. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher or a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO if further advice is needed.

A child receiving SEN support will have a **Pupil Profile**.

This document forms an individual record for the child and includes the views of the child and parents. It contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Profiles are reviewed with parents and children three times a year, as part of Parent Teacher Interviews- although some pupils may need more frequent reviews. The class teacher will take the lead in the review process.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met. Where this is the case, a decision may be made to seek advice from other professionals:

- The SENCO liaises frequently with a number of other outside agencies directly or via the Locality and Community Support Service (LCSS) for example:
 - Home School Link Worker- available to both parents and to school to support where there are difficulties
 - Social Services
 - Attendance and Engagement Officer
 - School Health Nurse
 - Speech and Language Therapy
 - Physiotherapy
 - Occupational Therapy
 - Communication and Interaction Service
 - Fitzwaryn Special School supports staff training and gives advice and guidance on developing and improving provision, sharing expertise and resources (this is a traded service which the school has to pay for).

- The Educational Psychologist visits the school regularly following discussion with the SENCO as to the purpose of each visit. (This is a traded service and the school buys a number of days each year which are then used depending on the priorities in school.)
- Specialist, direct teaching is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

These are some of the many professional and voluntary organisations supporting SEN. This is set out in the 'Local Offer' and details can be found on the Oxfordshire county council website.

Parents/carers are *always* informed if any outside agency is involved, and are invited to meet with the visiting agencies to discuss and review their child's needs.

Parents are also able to seek support, guidance and advice through SENDIASS (SEN and disability information, advice and support service)

In some cases extra funding may be applied for from the Local Authority (LA) in order to meet the child's needs

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with a healthcare plan. School has regard for the statutory guidance 'Supporting pupils at school with medical conditions' (DfE, 2014). See 'Supporting pupils with medical conditions' policy.

Education, Health and Care (EHC) plan

For a child with complex, long- term needs, who is not making adequate progress, despite a period of SEN support, and in agreement with the parents/carers, the school may apply to the LA for an EHC plan if the child's needs cannot be met within the Local offer. An EHC plan is drawn up at a meeting of the parents and all professionals involved in the provision for the child, chaired by the Educational Psychologist.

Annual Reviews are held to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

Monitoring

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

- Monitoring of classroom practice by the SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor three times a year

- School self-evaluation and development plan
- Monitoring the quality of pupil profiles and review meetings

The impact of interventions or support given to children with SEND is evaluated through careful assessment, for example by using standardised reading tests, as well as age-related expectations or P levels. This takes place at least 3 times a year (November, March and June) or before and after a specific intervention. This is to ensure that resources and time are being used effectively and provide value for money. This impact is recorded on the Provision Map.

The SENCO reports to Governors twice a year (September (review of previous year's action plan and plan for the coming year) and February/March (progress so far)).

Early Help Assessment/ Team Around the Family (EHA/TAF)

Where a child is seen to have complex problems that require a multi-agency approach, the school would either initiate or participate in the Early Help Assessment process.

3. Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular partnership meetings (Faringdon SENCO group) and Locality Inclusion Briefings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan, which includes the SEND Action Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training for teachers and TAs is provided through staff meetings by the SENCO and Assistant SENCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the school supports and provides training where this is appropriate, as discussed at Performance Management reviews.

4. Arrangements for working in partnership with parents/carers

- School staff and parents/carers will work together to support pupils identified as having special/additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the teacher or the parent thinks this is appropriate. A summary of this policy is given and is also available on the school website.

- At review meetings with parents/carers we make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. We avoid using jargon and acronyms with parents and we make each stage of the process clear and transparent.
- Outcomes on the profile include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Profiles and reviews are copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.
- Parent-Teacher Interviews provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office and on the school website, sets out the steps in making a complaint in more detail.
- When a child no longer needs additional support parents are informed.

5. The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued. Pupils are usually present for at least part of review meetings, depending on their level of maturity to share their wishes and views with families and staff.

6. Working in partnership with Longworth Pre-School and other schools: transition

- Longworth School is in a Partnership Foundation Stage Unit and so has a very close working relationship with the Pre-School. Fox Class teaching staff meet with Longworth Pre-School staff prior to pupils starting school. Where there are concerns about particular needs these will be brought to the attention of the SENCO as appropriate and if necessary the school will become involved in review meetings prior to or after this meeting. Where necessary the SENCO will arrange a further meeting. Parents of children with special/additional needs who are joining Longworth School are encouraged to share their concerns about their child's particular needs so that appropriate provision can be planned.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.
- When children transfer from Longworth to other primary schools or to Faringdon Community College or other secondary schools, copies of any SEND/AEN, EHA/TAF records, with parents' permission, will be forwarded giving details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

7. Resources

Staffing

The Special Educational Needs Coordinator (SENCO) is Louise Siddle. She is responsible for :

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- Advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- Helping to identify children with SEN, assessing and planning for progress
- Maintaining the school's SEND register
- Acting as designated teacher for looked after pupils
- Advising on the deployment of the school's designated budget and other resources to meet pupils' needs effectively
- Liaising with early years providers, other schools, and other professionals
- Being a point of contact with external agencies
- Liaising with next providers of education to ensure smooth transitions.
- Managing teaching assistants and their performance management, and supporting their professional development
- Regularly liaising with the Governors' representative

The assistant SENCO is Jo Jones. They are given both time and training to develop the expertise and knowledge and understanding to support pupils with special and additional needs (SEND).

The SEND Governor is Val Burbank.

Training needs for all staff are reviewed and evaluated at performance management reviews and school improvement planning meetings. The Head teacher is fully involved in the provision for SEND.

Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

Timetabling

The SENCO, teachers and teaching assistants allocate time and resources to support pupils with SEND, using a combination of intervention strategies delivered within and outside the classroom, and a range of differentiated planning and support strategies. The SENCO is responsible for the Provision map and timetables of support which are updated regularly.

Accommodation

Longworth Primary School is housed in a small building, on one level, with three classrooms placed around a central hall, a library and the 'Alphabet Room'. The 'Alphabet Room' is the SEND base, and is both a welcoming and attractive space, where resources and records are stored. It also provides a motivating learning environment. All entrance doors are ramped and all doors are wheelchair width-friendly. There is also a disabled toilet. (see **Access Plan** in [Policies](#) section of our website for more details on the school's provision and planning). We have made sure that there are good lighting and safety arrangements and our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains/blinds, quiet areas).

Equipment and teaching materials

The school audits its resources for supporting the needs of children with SEND on a regular basis, and money is allocated in the budget to ensure that resources are regularly updated and renewed.

8. Other information

Governors:

The Governors of the school, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with SEND, and for doing their best to ensure that the necessary provision is made for any pupil who has SEND.

An appointed representative from the Governing body is actively involved in self-review, with the Headteacher and SENCO, of the provision for children with special needs and implementation of the policy within the school.

This policy should be read in conjunction with the school's other policies in particular:

- Admission Policy
- Accessibility Plan
- Equality and Diversity policy.
- Supporting children with Medical Needs policy

There is a section of the School Development Plan dedicated to SEND.

The school SEND policy meets the requirements of the 'Special Educational Needs Code of Practice: 0-25 years, 2014

The SENCO, Louise Siddle can be contacted via the school office or on lsid9913@longworth.oxon.sch.uk

Signed _____ Headteacher

Signed _____ Chair of Governors

November 2018

To be reviewed November 2019

Longworth Undenominational Primary School