

STEPHEN FREEMAN PRIMARY SCHOOL

“Everybody; Every Moment; Every Idea

Freeman Road, Didcot, Oxon, OX11 7BZ Tel: 01235 814718, Fax: 01235 511078

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Special Education Needs Policy

Introduction

Stephen Freeman School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Stephen Freeman School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Stephen Freeman School we aim to identify



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these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Stephen Freeman School sees the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. The SEN Coordinator takes the lead role in relation to inclusion and has contact with the Link Governor

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from a Statement/EHCP, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having Special Educational Need.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.



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Roles and Responsibilities

Provision for children with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEN in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs, and for following the school's procedures for identifying, assessing and making provision to meet those needs

Governors

The Governing Body of the school, together with the Headteacher, has a legal responsibility for overseeing all aspects of the school, including provision for children with SEN, and ensuring that the necessary provision is made for these children. They determine the school's policy and approach to provision and establish the appropriate staffing and funding arrangements. The SEN Governor and the Special Educational Needs Co-ordinator (SENCO) meet to discuss the school's SEN provision and monitor the implementation of the SEN policy.

Headteacher

The Headteacher has overall responsibility for the management of provision for children with SEN. The Headteacher keeps the Governing Body fully informed, including ensuring timely monitoring and reporting, and works closely with the SENCO.

SENCO

The Special Educational Needs Coordinator works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with SEN.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and carers from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping staff to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register and SEN records
- liaising with early years providers, other schools, educational psychologists, health and care professionals
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- liaise with the SEN Governor.



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Teaching Staff

Class teachers are responsible for providing for children with SEN in their class. They ensure the implementation of the procedures for identifying, assessing and making provision for children with SEN, including planning for their individual needs. They work with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with Teaching Assistants to plan and to assess the impact of support and interventions and how they are linked to classroom teaching.

Teaching Assistants

Teaching Assistants work as part of a team with the Headteacher, SENCO and the class teachers. They support children's individual needs and give feedback to teachers about children's performance and progress.

Coordinating and Managing Provision

The Headteacher and SENCO meet to discuss SEN issues.

The SENCO meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and team meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan.

Parents and carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCO also liaises with parents and pupils with statements or Education, Health and Care Plans to coordinate Annual Reviews.

Stephen Freeman strives to be a fully inclusive school. All pupils are welcome, including those with Special Educational Needs, in accordance with the school's Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and Special Facilities

Children's specific needs are discussed with parents and carers when admission to the school is requested. The previous school, or setting, and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties and disabilities and any specialist advice is disseminated to appropriate staff and implemented.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENCO and class teachers ensure that all adults are informed about effective management strategies and that other children are made aware as



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appropriate. Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence for children as possible, but with support available as and when necessary.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children; this is to ensure that the provision made and support given to children is appropriate and effective. The training needs of staff, including Teaching assistants, are reviewed as part of the CPD process in school.

Funding

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- Universal, or element 1 funding, is provided for all children at the school;
- The notional SEN budget, or element 2 funding, covers the additional educational support provision for learners with SEN;
- Additional funding may be provided by the Local Authority where an individual requires more expensive special educational provision than can be funded through the school budget.

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of our SEN provision. Each class teacher provides a provision map for their individual class.

Privately funded resources and professionals

It is at the discretion of the Headteacher whether privately funded professionals can work with children on or off the school premises during school hours.

Identification, Assessment and Review

Children's progress is assessed formally at the end of every term by class teachers. Where progress is slow, the first response is high-quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. In deciding whether to make special educational provision, the Headteacher and SENCO consider all the information gathered from within the school about the child, alongside national data and expectations.

Where more specific assessment is deemed necessary, this will be coordinated by the SENCO, who may then involve external professionals. The information gathering will include an early discussion with the child and their parents, as we recognise that parents know their children best. Consideration of whether special educational provision is required starts with the desired outcomes, including expected progress and attainment and the views and wishes of parents.



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When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015, points 6.44 to 6.56). Oxfordshire’s SEN Guidance is used as a guide for the identification, assessment and provision for SEN and the forms provided are used for record-keeping. A register of children with SEN is kept as a legal requirement. The majority of children are listed as SEN. Some children will have statements or Education, Health and Care Plans. Children who currently have statements will gradually be moved over to Education, Health and Care Plans over the next few years.

The SENCO and the class teacher, together with specialists and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. Long-term outcomes and shorter-term targets are agreed. Formal review meetings with parents are held three times a year and are led by the class teacher. These provide an opportunity for parents to review progress, share their concerns and, together with the child and teacher, agree new targets for the child. Each child who has been placed on the Special needs Register has a Pupil Profile which is reviewed each term.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority. The Local Authority will expect to see evidence of the action taken by the school as part of SEN support.

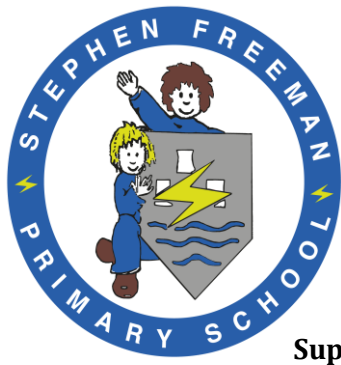
Provision

Provision for children with SEN is additional to or different from that 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, listed below. Individual children may have needs which span two or more area and when identifying needs it is important to consider the whole child, not just their SEN.

- Communication and Interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health Difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or Physical: Hearing impairment, Visual impairment, Physical disability, Multi-sensory impairment



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Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with reference to the school's Supporting Children with Medical Conditions Policy.

Complaints Procedure

If a parent or carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents and carers are advised to contact the Headteacher.

Partnership Within and Beyond the School Partnership with Parents

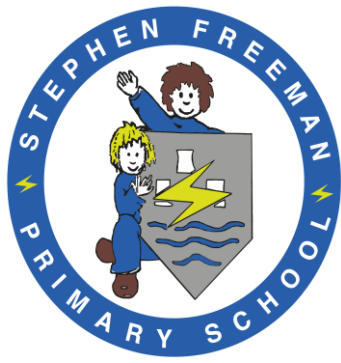
We believe that frank and honest communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEN to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. Parents can also discuss their child's needs, progress and strengths at Parents' Consultations and Special Needs Review Meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated. Parents are consulted and permission sought before involving outside agencies in the assessment of their child. Parents have the right to access records concerning their child. Parents can also contact Parent Partnership Oxfordshire.

The Voice of the Child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. They are involved in reviewing and setting their individual targets and if appropriate be involved in review meetings.

Links with other Agencies, Organisations and Support Services

The school can call upon the expertise of a wide range of support services including: Educational Psychology, Speech and Language, Occupational Therapy, Oxfordshire's SEN Support Services, Social Services, CAMHS and a range of other specialist teaching and medical professionals. These support services are approached after consultation with the SENCO, and with the full agreement of parents. For assessment and advice from most of these services, a request form must be filled in first, and the school will then coordinate the provision of any additional information required. Details of Oxfordshire's local offer for SEN and Disability (SEND), which brings together information about education, health and care services for children and young people from 0 to 25 with SEND, is available at: www.oxfordshire.gov.uk/cms/public-site/special-educationalneeds-and-disability-send



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Links with other Schools and Transfer Arrangements

- Year 6 children transferring to local secondary schools have the opportunity to visit their new school, with more than one visit if required. Representatives from the secondary schools visit to talk with the children. The Year 6 teachers liaise over transfer procedures. At all times of transition, SEN information is gathered together and records shared with the new school's SENCO.
- For children with statements or Education, Health and Care Plans, the child's statement should be amended in the light of the recommendations of the annual review by 15 February in the year of transfer to ensure that time is available to make necessary transfer arrangements to meet their needs.
- When the school is informed that a pupil with SEN is joining the EYFS, the SENCO and Class teacher will liaise with the preschool setting and set up an appropriate transition package for the pupil.
- When children move classes within the school, teachers liaise closely together to ensure continuity of provision. Children are given opportunities to get to know their new class teacher and environment before the start of the new school year.

Monitoring and review

The implementation of this policy will be monitored by the SEN Governor. It will be updated in line with any new initiatives, legislation and any changes to school processes.

Date Reviewed:

Review Date: