

STEPHEN FREEMAN PRIMARY SCHOOL



“Everybody; every moment; every idea counts.”

At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community.

<u>Special Educational Needs</u>	
Date agreed	November 2023
Next Review	November 2026
Committee	Teaching and Learning

Special Education Needs Policy

Rationale

Stephen Freeman School is committed to providing high quality education to all the children in our care. We foster an inclusive approach which means that all pupils have a common entitlement to a broad and balanced academic, social and emotionally focused curriculum, which is accessible to all and allows each individual to be fully included in all aspects of school life.

We believe that everyone in our school community should be equally valued and safe from prejudice and discrimination. We aim to develop an environment where all children can flourish, achieve and feel safe.

Stephen Freeman School is committed to inclusion. Our ethos, policies and practices include all learners. We aim to engender a sense of community, acceptance and belonging, and to offer new opportunities to learners who may have experienced previous barriers to learning. 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 for example:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees □
Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs including those with physical needs.
- Those who are gifted and talented or more able learners
- 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 vulnerable families who may need social care support.
- Any learners who are at risk of disaffection and exclusion

At Stephen Freeman, we recognise that some children will require a range of support for different lengths of time and that, in order for all children to succeed, we need to be able to plan for these needs accordingly. We aim to make sure that:

- Our curriculum is responsive to all children, whatever their individual need and we provide full access to the curriculum through **adapted** and differentiated planning by class teachers, SENCO, and support staff as appropriate
- We provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having Special Educational Need.
- We continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Children are, where appropriate, involved in planning and reviewing their outcomes and targets and in any decision making that affects them.
- All children are helped to become active and engaged learners, who experience success and develop resilience to take risks and see mistakes as an integral part of the learning process
- We identify, assess, record and regularly review pupils' progress, and work closely with parents or carers to support our SEN children. We involve parents/carers at every stage in plans to meet their child's additional needs
- We seek support **from a wide range** of external professional and services to work in partnership to enable all our children to succeed.
- We ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- We ensure equality of opportunity for, and to promote a positive and inclusive environment for children with special educational needs. 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 all.
- Children are enabled to move on from us well prepared to meet the demands of their next personal, social and educational stages in their journey.

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 pupils **in the early years**, 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 promote early intervention and aim to identify 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 an equal opportunities issue, and we 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.

Roles and Responsibilities

Provision for children with SEN is a responsibility 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

Governors work with the head teacher and SENCo to ensure that the necessary provision is made for all pupils, especially those with special educational needs. The designated SEN Governor is actively involved in monitoring the support of children with special educational needs. They determine the school's policy and approach to provision and establish the appropriate staffing and funding arrangements.

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 **social** 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
- ensuring smooth and effective communication within the inclusion team to support our children holistically.
- liaising with the SEN Governor.

Phase Group leaders

Phase group leaders assist in the monitoring and coordinating of provision for children with special educational needs in their phase group. This includes the planning of targeted interventions **which are planned, documented and reviewed to measure impact**, as well as making sure teachers and support staff in their phase are providing highly effective provision for SEN **vulnerable learners** in the classroom. As well as this, through **data tracking, specific assessments and shared observations** they should rigorously monitor the progress of children with special educational needs as part of termly pupil progress meetings.

Teaching Staff

Class teachers are responsible for meeting needs of 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 and providing, where needed, personalised **and adapted** learning. They provide **differentiated and adapted** planning and ensure reasonable adjustments are in place for children on a daily basis and closely monitor children involved in interventions. 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, Inclusion Team and the class teachers. They support children's individual needs and give feedback to teachers about children's performance and progress. Teaching assistants implement provision as planned by the class teacher or **SENCO** i.e. providing or creating resources. **Teaching assistants implement strategies and learning gained through termly supervisions.**

Coordinating and Managing Provision

The SENCo and Headteacher will regularly meet to discuss issues relating to special educational needs. SEN will also be a regular part of SLT, Inclusion and staff meetings, both to provide training and support and discuss provision and how it can be improved.

The SENCO meets with class teachers to give support and advice. There is a weekly SEN surgery available to teachers where concerns can be discussed or advice sought. SEN policy and provision are discussed regularly at staff, phase group and Inclusion 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 an integral part of our special educational needs support, and are regularly invited into school to work with teachers to best support their children. The SENCo also works with parents of children with Education, Health and Care Plans both in their Annual review and at other points during the year. Where families need extra help, they will be supported by our Inclusion Team and offered Strengths and Needs or Inclusion Support. At Stephen Freeman School, we work closely with external agencies and specialists to ensure we are providing the very best and most appropriate support for children with special educational needs. All staff are trained in various aspects of SEN according to the needs of our children. This is a key part of our appraisal and supervision process for teachers and support staff.

As well as this, the SENCo will meet regularly with teaching assistants to provide advice and review progress, and along with the deputy head and head teacher, monitors the placement of teaching assistants depending on the changing needs of our children.

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

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.

We are constantly seeking to improve our knowledge and expertise in the area of Special Needs Education. This includes school-based INSET days, specialist training sessions for teaching and support staff, regular group and staff meetings, OXSIT (Local authority) training and individual staff development. New staff to the school are supported in the implementation of the SEN policy.

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

While most children can achieve with high quality, differentiated and personalised teaching within the classroom, some children need some additional help to reach these goals. These children may have a special educational need and/ or disability which means they have greater difficulty learning than their peers, or have a disability and

need adjustments or access arrangements to make full use of the educational facilities generally provided for children in mainstream education.

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.

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- K. Some children will have statements or Education, Health and Care Plans-E.

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. This is accessible to parents online.

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.

We have two alternative learning spaces available for a small number of children:

Soft Landings- a sensory and learning space for children with complex and high level needs.

Comfort Zone- a nurture space for therapeutic intervention ie Zones of Regulation and ELSA

Categories of Special Educational Need

SEN provision is additional to and different to what is provided as part of Stephen Freeman's inclusive, personalised and differentiated curriculum. This provision is recorded on an individual SEN Support Profile for each child with special educational needs.

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 Asperger's 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

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.

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 SEN profile 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. 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.

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.

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 external agencies, professionals 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, Point 5 behaviour consultancy 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 referral form must be completed, 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/publicsite/special-educationalneeds-and-disability-send

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, secondary school representatives will be invited to the final annual review for each child.
- 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.