



St. Ebbe's CE (Aided) Primary School

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A. School Arrangements

A1 DEFINITION AND AIMS

Definition

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Aims

Included in our aims for the school: *for all children to discover the joy of learning and creativity, for all children to achieve their unique potential and for the school to work in partnership with families and other schools to provide the best possible education for all our children.* We believe that each pupil has individual and unique needs. However, some pupils require additional and different support. If these pupils are to be fully included in all aspects of school life and achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the EYFS and National Curriculum. Our Special Educational Needs Policy reflects our whole school practice and ethos.

At St Ebbe's Primary School it is our aim for pupils with Special Educational Needs to receive a fully inclusive education, which removes barriers to achievement. In particular, we aim:

- to meet the individual needs of all children to help them to achieve and maximise their potential through a broad and balanced curriculum, encouraging both social and intellectual development. To differentiate teaching and learning programmes to match the capabilities of each child demonstrating coherence and progression in learning
- to value and celebrate all children equally and to foster high expectations and positive attitudes so that children are confident of their own worth
- to identify, assess, record and regularly review children's special educational needs
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision
- to involve parents/carers in planning and supporting at all stages of their child's development
- to work collaboratively with other professionals and make effective use of support services including the Educational Psychology Service, the Behaviour Support Service and the Integrated Service for Speech, Language and Communication
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained



St Ebbe's has adopted the Oxfordshire Dyslexia Policy. The school follows the local authority Positive Handling Policy (Team Teach training for all staff) and has a policy for More Able Pupils, a Disability Equality Scheme and an Equality Policy.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her 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 these needs.

The **Governing Body**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEN governors, see appendix) who take particular responsibility in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the SEN Annual Report to Governor's which is made available to parents
- they are committed to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- the quality of SEN provision is regularly monitored

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- supporting the strategic deployment of TAs in order for the needs of SEN pupils to be met
- overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and keeping the SEN governor and Governing Body informed about SEN related issues



The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- working closely with the SEN governors
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- managing the TAs' day to day working with pupils with SEN
- supporting the professional development of teaching assistants
- liaising with the Local Authority, outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, KPI's etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools, nursery settings and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- devising strategies, drawing up Pupil Profiles and setting targets appropriate to the needs of the pupils with the support of the SENCo
- including pupils with SEN in the classroom and providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- directing the TA's day to day working with pupils with SEN
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN



- working in partnership with other adults in the school e.g. the Home School Community Link Worker or Pupil Premium Champion, as appropriate
- liaising with other professionals supporting pupils in their class

Teaching assistants work as part of a team with the Headteacher, SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing individual targets and monitoring progress. They contribute to review meetings (either in person, in writing or through discussions with the class teacher) and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- give feedback to teachers and the SENCo about pupils' performance and progress

A3 CO-ORDINATING AND MANAGING PROVISION

At St Ebbe's:

- The Headteacher and SENCo meet frequently to discuss SEN issues.
- The SENCo meets with class teachers to give support and advice.
- Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping.
- The SENCo monitors the placement of TA support throughout the school.
- SEN and Special Children are regular items on staff meeting agendas, and discussed at least three times at curriculum committee meetings per year
- the SENCo liaises with TAs regularly to review progress, holds weekly update meetings and provide training at least 6x per year
- the SENCo ensures that meetings are held in the Autumn, Spring and Summer terms to review Pupil Profiles and provision, and that parents are invited
- There is opportunity for informal daily contact between staff to discuss concerns eg through an additional 30mins liaison per day, to monitor individual pupils and to discuss concerns
- pupils are involved as far as possible in discussions about their targets and provision
- Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. Where there is a concern that parents need extra support, the staff would refer them to the HSCLW Worker. If the situation becomes more worrying, the CAF/TAC process would be used to identify areas for change and engage support from other professionals' e.g. The Hub/ Grandpont Family Centre. Please refer to the Child Protection Policy.

A4 ADMISSION ARRANGEMENTS

St Ebbes' strives to be a fully inclusive school. It acknowledges the range of issues to be taken in to account in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent the incompatibility.



A5 SPECIALISMS AND SPECIAL FACILITIES

At St Ebbe's:

- all teaching staff are trained to meet the needs of all pupils including those with SEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- we have access to a specialist SEN teacher who is highly qualified and experienced in carrying out a range of assessments and teaching personalised programmes of work to individuals and groups
- we have a qualified teacher who is training as a child psychotherapist and provides 1-1 art therapy for pupils in a specially resourced space in school
- we have a highly skilled TA who leads on the Oxford Reading Campaign and trains/supports other members of staff to deliver the programme
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible within each classroom including a dedicated SEN laptop and 4 Neo-Writers
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- we have a Soundfield system in the hall and in 6 of our classrooms to benefit children with hearing impairment and aid concentration and attention for all
- the school has not yet been fully adapted for wheelchair access but all doors except for one are wide enough to accommodate a wheelchair and the school is on one level (see school's Access Plan for planned future developments)
- we hold a SEN parent evening annually to share information with parents and hold informal SEN coffee mornings termly with guest speakers

B. Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

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

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

The Headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include TA support, teacher time and materials. St Ebbe's provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding. Any money allocated as a result of statutory assessment is spent according



to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Children who have recognised SEN *and* are in receipt of Pupil Premium funding will benefit from both areas of funding. Their provision is planned by the SENCo alongside the Pupil Premium Champion (see Pupil Premium report for details).

Privately funded resources and professionals

It is at the discretion of the Headteacher, as to whether privately funded resources and professionals are to work with children on or off the school premises during school hours. Appointments are made with the Headteacher and SENCo to discuss the appropriateness of this before a final decision is made by the Headteacher.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). 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.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. We recognise that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, 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 2014). The LA 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 pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems



The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

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 LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the Senco alongside class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN 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. Such provision is recorded on the SEN Pupil Profile.

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. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- 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 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 co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

CAF and TAC Process

If the school feel that a child has additional and different needs that are not being met, it may be appropriate for a Common Assessment (CAF) to be carried out. This will then involve Team Around the Child (TAC) meetings to take place, led by a designated Lead Professional and is an opportunity



for the family, school and outside agencies to come together in order to best meet the identified needs of the child and family.

B3 CURRICULUM ACCESS AND INCLUSION

St Ebbe's strives to be an inclusive school, engendering a sense of community and belonging. Pupils are grouped in classes according to age and all classes are mixed ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually or in small groups with an TA or other teacher in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified. We are committed to making appropriate modifications to the classroom environment and organisation to best support individual children e.g. providing work stations, installing a Soundfield system.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum, closing the gap between children with SEN and their peer group and in their personal development. This may involve pre-teaching, consolidation and the use of ICT.

Our Disability Equality Scheme also outlines how the needs of pupils with difficulties and or disabilities are being met.

B4 EVALUATING SUCCESS

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

- Monitoring of classroom practice by SENCo and subject coordinators through lesson observations and SEND focussed learning walks
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governors at least three times a year
- Monitoring the quality of Pupil Profiles and review meetings
- School self-evaluation and The School Improvement and Development Plan
- frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success
- Parent and child questionnaires annually
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEN Policy

B5. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem



that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the headteacher or the SEN Governors, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS

The staff at St Ebbe's will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Review meetings take place three times a year for children with SEN, but parents are welcome to visit the school or arrange meetings at other times to discuss their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01865 810541. Some of their leaflets are available in the front lobby of the school.

We also have a home-school-community link worker (HSCLW) who can offer further support for the school and families.

The school's SEN Policy is available on the school website, and parents are welcome to request a copy.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

We encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- the class teacher inviting them to attend all or part of review meetings from Year 4 if appropriate
- talking to TAs and teachers about their learning
- participating in class and individual reward systems



C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by other professionals. These support services are consulted after consultation with the Headteacher or 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, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.
- representatives from secondary schools visit our school to the year 6 teachers and SENCo before transfer and attend summer term review meetings when possible
- when the school is informed that a pupil with SEN is joining the EYU, the SENCo will liaise with the pre-school setting and set up an appropriate transition package for the pupil.
- we have links with other schools and SEN settings, such as Iffley Mead Special School and the SEN resource bases within Oxfordshire.

Transfer within the school

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN.

Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer. Teachers liaise closely when pupils transfer to another class within the school to ensure the smoothest possible transition.

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to gain expertise in SEN
- there are regular training sessions for TAs



- the SENCo attends the partnership SENCo support group termly meeting
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school, for example the Inclusion Development Programme
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- individual staff development is provided by various higher education institutions
- the SENCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach

C6 APPENDIX

Headteacher	Mrs Tina Farr
SEND Governors	Mrs Janet Rayment
SENCo	Mrs Sue Whidborne
Assistant SENCo	Ms Amanda Robson

Reviewed March 2020