



## CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

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*Head Teacher: Steve Dew*

## Special Educational Needs Policy

Church Cowley St James C of E Primary School adopted the attached model policy at the Full Governing Body Meeting of 3<sup>rd</sup> November 2020. It is a model policy last reviewed by county during September 2018.

The Special Educational Needs Policy was produced by Oxfordshire County Council. The Governing Body will review this policy every years.

Reviewed: October 2020

Approved: 3<sup>rd</sup> November 2020

Signed: ..... Chair of Governors

Next Review: November 2021



# **SPECIAL EDUCATIONAL NEEDS POLICY**

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## **SECTION A: SCHOOL ARRANGEMENTS**

### **A1. DEFINITION AND AIMS**

#### **Definition**

High-quality teaching that is differentiated and personalized 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.

A child has special educational needs (SEND) 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.

#### **Aims and objectives**

The Governors and staff of Church Cowley St James Church of England (C of E) Primary School 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 individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need;

- promote positive attitudes and individual confidence, ensuring all children experience success;
- identify, assess, record and regularly review pupils' special educational needs;
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development; and
- make effective use of support services.

## **A2. ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole:

### **Governors**

The Governors of the school, including with the Head Teacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs. They must do their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the Governing Body must be actively involved, along with the Head Teacher and SENCo (see below), in the self-review of the provision for children with special educational needs and the implementation of this policy within the school.

### **Special Educational Needs Coordinator**

The Special Educational Needs Coordinator (SENCo) is Kate Dew. The SENCo works closely with all staff, the Head Teacher, parents/carers and outside agencies to ensure the best possible provision for children with special educational needs.

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/carers of pupils with SEN;
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff;
- helping to identify children with special educational needs, assessing and planning for progress;
- maintaining the school's special educational needs register;
- acting as the Designated Teacher for looked-after pupils with SEN;
- advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively;
- liaising with early-years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies;
- 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 pupils and their parents/carers are informed about their options and that smooth transitions are planned;
- managing teaching assistants in liaison with Key Stage staff;
- supporting the professional development of teaching assistants; and
- liaising regularly with the appointed Governors' representative.

### ***Head Teacher***

The Head Teacher has overall responsibility for the management of provision for children with special educational needs, keeps the Governing Body fully informed and works closely with the SENCo to ensure that this provision is delivered.

### ***Teaching Staff and Teaching Assistants***

Class teachers are involved in the development of the School's SEN Policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for personalised learning. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working 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 assess the impact of support and interventions and how they can be linked to classroom teaching.

### ***A3. COORDINATING AND MANAGING PROVISION***

The Head Teacher and SENCo meet frequently 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 phase meetings in order to raise the achievement of children with SEN. Special educational needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and to give advice, and also monitors the placement of Teaching Assistant support throughout the school. This is dependent on the SEN requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child wherever possible. The SENCo also regularly meets with parents/carers of pupils with an Education, Health and Care Plans and ensures that a formal annual review meeting takes place. Where there is a concern that parents/carers need extra support, staff refer them to the Home School Link Workers. If the situation becomes more worrying, the Early Help Assessment framework (EHA) process is used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

### ***A4. ADMISSION ARRANGEMENTS***

Church Cowley St James C of E Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority 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/carer 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.

### ***A5. SPECIALISMS AND SPECIAL FACILITIES***

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

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers make sure 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 and this advice is accessible to the adults working with the child through the

SEN files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and appointed Governor with responsibility for Special Educational Needs liaise regularly to discuss provision within the school for all children with SEN.

### ***Specialist training among the staff***

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made, and the support given, to pupils is appropriate and effective. The training needs of staff, including Teaching Assistants, are reviewed as part of the continuing professional development (CPD) process in the school.

## **SECTION B: IDENTIFICATION, 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.

Church Cowley St James C of E Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. The School 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, the School is not expected to meet the full costs of more expensive special educational provision from its core funding and the Local Authority may provide top-up funding.

### ***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 the Monitoring and Assessment 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 Head Teacher 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 and may involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents/carers. Church Cowley St James C of E Primary School recognises that parents/carers know their children best and the School will ensure that it listens to and understands when parents/carers express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including expected progress and attainment, alongside the views and wishes of parents/carers.

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, 2014). The Local Authority SEN Guidance is used for the identification of, assessment of 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;
- a low entry profile;
- a low Foundation Stage profile;
- a pupil's lack of progress despite receiving a differentiated curriculum;
- a low achievement in the National Curriculum, *i.e.* significantly below the suggested level for their age;
- a requirement for greater attention in class due to behavioural/learning difficulties; and/or
- a requirement for specialist material/equipment or support for sensory/physical problems.

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

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

Reviews of children with SEN support are held every other term and are led by the class teacher. They provide an opportunity for parents/carers to share their concerns and, together with the child and the class teacher, to agree aspirations.

### **Provision**

Provision for children with SEN is additional to or different from provision 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 in 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 Difficulties: Speech, language and communication needs, Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and Learning Difficulties: General learning difficulties  
Specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health Difficulties: Behaviours reflecting underlying mental health difficulties e.g. anxiety, depression, attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or Physical Difficulties: 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 Individual Health Care Plan (IHCP). The School has regard for the statutory guidance on supporting pupils at school with medical conditions (DfE, 2014), see the School's Medical Needs Policy.

### ***B3. CURRICULUM ACCESS AND INCLUSION***

Church Cowley St James C of E Primary School strives to be an inclusive school, engendering a sense of community and belonging through:

- its inclusive ethos;
- its broad and balanced curriculum for all pupils;
- its systems for early identification of barriers to learning and participation; and
- its high expectations and suitable targets for all children.

### ***B4. EVALUATING SUCCESS***

Parents/carers, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The success of the School's SEN Policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject coordinators;
- analysis of pupil tracking data and test results, both for individual pupils and for cohorts;
- monitoring of value-added data for pupils on the SEN register;
- monitoring of procedures and practice by the appointed SEN Governor three times per year;
- School self-evaluation procedures;
- monitoring the quality of pupil trackers and review meetings; and
- the School Improvement Plan.

### ***B5. 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 Head Teacher and/or SENCo, to discuss the concern. Parents/carers can also request an appointment with the Head Teacher directly. The Parent Partnership Service is available to support parents/carers in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/carers are advised to contact the Head Teacher and to follow the Oxfordshire Local Authority procedure in the first instance. Parents/carers may also contact the Governing Body. Government publications regarding parents' and carers' rights are available from the School.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### ***C1. STAFF DEVELOPMENT***

All of the staff at CCSJ are committed to gaining further training and expertise in the area of Special Educational Needs. Current training includes school-based whole-school INSET, training sessions for Teaching Assistants and lunchtime supervisors, SENCo and Teaching Assistant group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the School.

Arrangements for the induction of Newly Qualified Teachers and new staff into the School's SEN Policy and procedures are detailed in the Staff Handbook.

## ***C2. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES***

The School is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Head Teacher or SENCo, and with the full agreement of parents/carers. 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.

## ***C3. PARTNERSHIP WITH PARENTS/CARERS***

The School believes that good communication between parents/carers and staff is essential in order to share knowledge and expertise about children. This is especially important in enabling children with special educational needs to achieve their potential. Parents/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher at any mutually agreed time. There is opportunity for parents/carers to discuss their child's needs, progress and strengths at Parent Consultation Evenings and Special Needs Review meetings. Parents/carers 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/carers are involved in any strategies instigated, and we aim to support parents/carers with their child's difficulties as necessary. Parents/carers are consulted and their permission is sought before involving outside agencies in the assessment of their child's progress and/or behaviour. Information about the Parent Partnership Service is given to parents/carers so that they may use it if they wish. Information is also available from the School for parents/carers of children with learning difficulties/disabilities.

Parents/carers have the right of access to records concerning their child.

## ***C4. 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. Church Cowley St James C of E Primary School encourages pupils to participate in their learning by being present for at least part of each review meeting, depending on their level of maturity, to share their wishes and feelings with parents/carers and staff. This is difficult for some children, so it is important to recognise successes and achievements as part of the review process as well as addressing any difficulties.

## ***C5. TRANSFER ARRANGEMENTS***

The SENCo, class teachers and Head Teacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet the child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local secondary schools have the chance to visit their new school for a day. Representatives from these secondary schools visit Church Cowley St James C of E Primary School to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and, when the transfer is local, meetings are arranged between the appropriate staff in both schools.

At all times of transition, SEN information is gathered together and records are transferred to the new teacher and/or school as appropriate.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations arising from the annual review before 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements with respect to needs and provision.



The SENCo of the receiving school should be invited to the School's final annual review for all pupils with Statements or Education, Health and Care Plans in cases where the receiving school is known.

#### ***C6. MONITORING AND REVIEW***

The implementation of this policy will be monitored by the appointed SEN Governor on behalf of the Governing Body. The policy will be updated in line with new initiatives together with any streamlining of School processes. This policy is to be reviewed every two years.