



***We are all part of God’s vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.***

*I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5*

## **Goring C.E. Primary School Special Educational Needs and Disability Policy**

Policy approved by the Governing body on: 5 July 2023

Signed ..... **Chair of Governing Body**

Review Date ...July 2024

**To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.**

*‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.’ (DfE: Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014)*

Our aim at Goring Church of England School is for all children to have access to a broad and balanced curriculum, encompassing all curriculum subjects at the appropriate stage and programme of study, which meets their educational, emotional, social and spiritual needs. Every child within Goring Church of England School is encouraged to be involved in the wider aspects of school life where individual skills can boost self-esteem. At Goring Church of England School the emphasis is on a whole-school approach, where all members of staff accept responsibility for providing every child with realistic learning goals in an appropriate, differentiated curriculum.

### **We therefore intend:**

- ❖ To have regard to, and be compliant with, the SEND Code of Practice 2014 (DfE: *Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014.*)

- ❖ To follow the guidelines, laid down by Oxfordshire County Council for identifying and supporting children with Special Educational Needs (*Identifying and Supporting Special Educational Needs in Oxfordshire School and Settings*)
- ❖ To work in partnership with pupils, parent/carers, staff, governors, external agencies and support services.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ To recognise the importance of early identification; where a child is identified as not making adequate progress, provision, that is additional to or different from that provided as part of the school's usual differentiated curriculum, will be given. If a child is identified as having Special Educational Needs a Pupil Profile will be written, tailored to each individual child's needs. Realistic targets and outcomes will be set and these will be reviewed three times during the academic year. These review meetings will involve the child, parent, teacher, SENCO and external agencies and services, where appropriate. All additional provision is recorded on a school provision map.
- ❖ To enhance self-esteem by setting appropriate, achievable targets.
- ❖ To use a variety of complementary approaches to support the class teacher and child.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ To make full use of external agencies when appropriate.

The SEND Code of Practice 2014 offers guidance designed to help schools make provision for pupils with Special Educational Needs following the identification and assessment of SEND; the model of assessment and provision that Goring Church of England School provides is in line with this Code of Practice.

### **Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas; many children will have inter-related needs. The areas of need are:-

- ❖ Communication and Interaction Needs (C&I)
- ❖ Cognition and Learning Needs (C&L)
  - Learning Needs (LD)
  - Specific Learning Difficulties (SpLD) (KS1 onwards)
- ❖ Social, Emotional and Mental Health Needs (SEMH)
- ❖ Sensory and/or Physical Needs
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Multi-Sensory Impairment (MSI) (Foundation Years)
  - Physical Difficulties (PD)

### **Identification and Assessment**

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

*'have a significantly greater difficulty in learning than the majority of others of the same age;*

or

*'have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (Code of Practice 2014, paras xi-xii)*

A good understanding of a learner's starting points and regular checks on progress are the basis for identifying when a learner is making less-than-expected progress given their age and individual circumstances.

Less-than-expected progress is progress which:

- is significantly slower than that of peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap. (*Code of Practice, 2014 Section 6.14*)

For many learners who are not making expected progress the precise area of need is not clear at the outset. Some children will have needs that span more than one area.

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches; it is individualised provision that is additional to, or different from, that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

The importance of early identification, assessment and provision for any child who may have Special Educational Needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made, including the delivery of a differentiated curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress without additional support. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ External agencies
- ❖ Records – transferred from another school
- ❖ Baseline assessments
- ❖ Statutory assessments
- ❖ Pupil tracking data

In identifying children who may have Special Educational Needs their progress can be measured by:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the objectives specified in the National Curriculum Framework
- ❖ standardised screening or assessment tools.

## School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of a pupil's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways, for example:

- ❖ the attainment gap is narrowed between the child and their peers
- ❖ it matches or betters the child's previous rate of progress
- ❖ the child demonstrates an improvement in self-help, social or personal skills
- ❖ there are measurable improvements in the child's behaviour.

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum. This is known as SEN Support.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Following a meeting to review a child's Pupil Profile and in consultation with parents, a decision may be taken to request help from external support services. The interventions are a means of matching special educational provision to the child's needs and are therefore part of the continuous and systematic cycle of planning, action and review within Goring Church of England School which enables all children to learn and progress.

## The Local Offer

The Local Offer is a parent-focused access point for information on education, health and care services available in Oxfordshire for children and young people from 0 to 25 years with Special Educational Needs. It provides clear, comprehensive and accessible information about the support and opportunities that are available in one location.

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/disabilities.page>

## The Education, Health and Care Plan (EHC Plan)

Under the Code of Practice 2014, children with complex Special Educational Needs will be given an EHC Plan and the support outlined in these plans will be provided in collaboration with the Local Authority. The EHC Plan is a legal document describing a child or young person's Special Educational Needs, the provision to meet those needs and the suitable educational placement. It replaces Statements and Learning Difficulty Assessments and covers education, health and social care services from birth to age 25 for those remaining in education. The EHC Plans bring

education, health and social care into a single plan. They are designed by a single shared assessment and planning process together with the child/young person and family and focus on desired short-term outcomes and long-term aspirations.

### **The SEN Register**

The school maintains a SEN register which contains details of all children identified as having Special Educational Needs. This is confidential. The register is continually being revised and updated.

### **Class Special Needs Folder**

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally provide in meeting the needs within the class. It contains Pupil Profiles and any other relevant information concerning individual children. This is confidential. Appropriate information will be shared with a supply teacher.

### **Medical Information**

Goring C of E School's pupil database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately (see the Medical Conditions Policy). Medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body, with the Headteacher, decides the school's general policy and approach to meeting pupils' Special Educational Needs. Governors have a duty to ensure that the necessary provision is made for pupils with SEND with regard to the SEND Code of Practice 2014.

### **The SEND Governor**

- ❖ The SEND Governor is the link between the governing body and the school in relation to pupils with SEND.
- ❖ The SEND Governor ensures that governing body is well informed about issues concerning SEND and inclusion.

This is achieved by:

- ❖ informing the governing body about SEND systems and practices in the school and assuring the governing body that the school is compliant with statutory duties
- ❖ helping to raise awareness of SEND issues at governing body meetings
- ❖ ensuring that the notional budget for SEND is appropriately allocated to support pupils with SEND
- ❖ ensuring that all pupils with SEND have access to a broad and balanced curriculum

- ❖ giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- ❖ helping to review the policy on provision for pupils with SEND
- ❖ ensuring that the school has regard to the SEND Code of Practice 2014
- ❖ building a trusting and supportive relationship with the Special Educational Needs Co-ordinator (SENCO)
- ❖ assuring the governing body that the school website publishes the school's SEND offer in accordance with the latest regulations
- ❖ assuring the governing body that the school's Single Equality Plan is in place and compliant with Equality legislation

### **The role of the Headteacher**

- ❖ The Headteacher is responsible for the day-to-day management of provision for pupils with SEND and keeps the governing body fully informed about this provision and any issues that may arise.
- ❖ The Headteacher advises the governing body on policies and practice that address barriers to learning for those pupils with SEND.
- ❖ The Headteacher works closely with the SENCO and ensures that the relationship between the SENCO and other staff is mutually supportive.

### **The role of the SENCO**

- ❖ The SENCO has a role, along with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.
- ❖ The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.
- ❖ The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies.
- ❖ The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- ❖ The key responsibilities of the SENCO may include:
  - overseeing the day-to-day operation of the school's SEND policy
  - coordinating provision for children with SEND
  - liaising with the relevant Designated Teacher where a looked-after pupil has SEND
  - advising on the graduated approach to providing SEND support
  - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - liaising with parents of pupils with SEND
  - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### **Whole-school Staffing**

The class teacher accepts responsibility within their day-to-day management of their class for meeting the needs of all of their children. Teaching Assistants support pupils in every class throughout the school and contribute greatly to the development of children's skills, both academically and socially.

### **Partnership with Parents/Carers (all those with parental responsibility)**

We actively encourage all of our parents to support their child through positive attitudes, providing user-friendly information and effective communication.

To make communications effective we:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents
- ❖ ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is identified as a cause for concern, so that they are fully involved in the school based response for their child and understand the purpose of any intervention or programme of action.

Parents should also communicate regularly with the school and alert us about any issues that may impact on their child's learning or provision.

### **Partnership with Pupils**

We ensure that pupils are fully involved in decision-making related to their personal development. From an early age, children with SEND are actively involved, at an appropriate level, in discussions about their Pupil Profiles, including target-setting and the planning of longer-term outcomes and review arrangements. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem.

### **Support Sources**

We have access to and benefit from a wide range of support services and agencies, for example:

- ❖ Educational Psychology Service
- ❖ Early Intervention Service
- ❖ Social Services
- ❖ Speech and Language therapists
- ❖ PCAMHS (Primary Child and Adolescent Mental Health Service)
- ❖ SNASt (Special Needs Advisory Support Teacher)
- ❖ Communication and Interaction Support Services (CISS)
- ❖ When appropriate we will seek support and advice from other external agencies and support services, according to the child's need.

### **Evaluation of Success**

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets and outcomes achieved against those set in the Pupil Profile.
3. Early identification of SEND.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Ensuring provision has impact and is cost-effective.