



# Appleton C of E Primary School

## SEND policy and information report

*Our vision is to be a happy and welcoming school community where we learn to build wisely for life by following Jesus' example of love and care, and by aiming to be the best we can for ourselves and the good of others.*

Approved by: [Name]

Date: [Date]

Last reviewed on: January 2020

Next review due by: January 2022

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Governors and staff of this school and childcare 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/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Laura James. She can be contacted by emailing [office.3850@appleton.oxon.sch.uk](mailto:office.3850@appleton.oxon.sch.uk) or calling (01865) 862794. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Help to identify children with special educational needs, assessing and planning for progress
- Act as Designated teacher for looked after pupils with SEN
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Manage teaching assistants, liaison with Key Stage staff
- Support the professional development of teaching assistants

### 4.2 The SEN governor

The SEN governor is Mrs Sarah Wilkinson.

She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Teaching Staff and Teaching Assistants

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Implementing the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Appleton School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction;  
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and learning;  
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties including children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.
- Sensory and/or physical needs;  
this includes children who have visual or hearing needs, or a physical disability that affects their learning
- Moderate/severe/profound and multiple learning difficulties

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.

### 5.2 Identifying pupils with SEN and assessing their needs

Class teachers will make regular assessments of progress for all pupils as part of the school's tracking process (see Assessment, Recording and Reporting Policy) and identify those whose progress:

- Is significantly slower than that of their 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. All those working with children are alerted 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. They may also take into account a child's early history and/or parental concern.

Where more specific assessment is deemed necessary, this will be carried out under the guidance of the SENCO, who may then involve other professional from outside the school.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

The SENCO and the class teacher, together with specialists, and involving the pupils and 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.

All teachers and support staff who work with the pupil will be made aware of their needs and make an early response. They will be aware of the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.3 Consulting and involving pupils and parents**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs 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 are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress., and we aim to support parents with their child's difficulties if necessary.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. Wherever possible, parents are involved in any strategies instigated. We do this three times per year, when possible in line with parent evenings or through mutually agreed appointment times. Appleton uses Pupil Profiles to identify children's strengths, needs and specify the support that will be put in place. We ask pupils and parents to contribute to the Pupil Profiles. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their 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. In Appleton School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this through school council, suggestion / feeling boxes in classes, information evenings to parents, parent questionnaires, parent / teacher consultations and when appropriate offering parent focus groups.

### **5.4 Assessing, reviewing and evaluating pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** and a register of pupils with SEN is kept as a legal requirement.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

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 three times per year and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

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

- Monitoring of classroom practice by SENCo and subject coordinators
- 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 governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We encourage all new children to visit the school before starting. This includes additional visits on Inset days in September for particularly anxious or vulnerable children. For children/young people with SEN the necessary arrangements are made in the best interest of the child. This may include extra visit days, careful liaison with previous settings and parents.

We begin to prepare young people for transition into the next stage of their education by working closely with our transition schools, in particular our feeder school Matthew Arnold. Liaison with the Matthew Arnold starts in March. Additional visits during and out of school hours can be arranged. SEN, vulnerable or anxious children are encouraged to take part in the school's summer school programme. Representatives from the Secondary Schools visit to talk with the children. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

The SENCo, class teachers and Headteacher liaise over the internal transfer (year to year) of pupils with SEN and there is hand over of information and strategies in order to ensure that individual needs are met.

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.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We always aim to identify children with SEN as soon as possible, however we also believe that at times children need a boost with their learning. These children do not necessarily meet the criteria for SEN but are offered intervention groups in order to support their progress and learning.

At different points through the year we also offer the following interventions, according to the needs of the children.

In Foundation we focus on developing language and communication. This is done through Spirals groups. The staff are also trained to offer Talk Boost. All children have the opportunity to take part in Forest School, which is already showing increased confidence in some of our more vulnerable children. Forest school takes the children out of the classroom setting, into a wooded environment and gives them the time and space to relax, think things through, experiment and set themselves challenges.

We have seen so often how SEND children's self-esteem and confidence can be boosted during Forest School, achievements are genuinely celebrated, with the SEND children feeling a sense of belonging and parity with their peers that may not always happen in class.

We will also provide the following interventions:

<b>Intervention</b>	<b>Focus</b>	<b>Year groups offered to</b>
Talk Boost (language intervention)	Language and communication skills	FS and Year 1
Spirals (intervention with ideas and repetitive activities)	Developing language and communication	FS
Acceleread/write and Nessy	Spelling, working memory and reading	From Yr2 (adapted version) upwards
Target reading	Reading fluency – this is over and beyond reading groups and individual reading.	Yr 1 and above
Precision teaching using probe sheets	Reading fluency of high frequency words.	Yr 2
Every Child Counts	Maths –number skills, including place value	Yr 2 and above
Speech work	On advice from SALT	All years
Writing focus group – run by teacher	Story planning, accurate punctuation and understanding	Year 4 upwards
Reading For Meaning	Reading comprehension	Year 5 and 6
Fine motor skills	Handwriting and hand strengthening	Year 1 and above
One to one	Appropriate to child's needs	All years
Movement groups	On advice from OT or physio	As appropriate
Braille	Teaching of reading and writing in Braille	As appropriate
Numicon	Building on Maths foundations and ensuring basic number skills are understood.	Year 1 and above
Numicon: Firm Foundations	Building on Maths foundations and ensuring basic number skills are understood.	Foundation Stage

## 5.7 Adaptations to the curriculum and learning environment

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Equality / Accessibility Policies.

We also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when they have been assessed as needing an EHCP or, in some cases, have been granted additional funding.

Teaching assistants will support pupils in small groups when teachers have implemented the graduated approach to identify needs and / or are on the SEN register.

We work with the following agencies to provide support for pupils with SEN:

- SENSS, who support children with communication and language, sensory needs and physical needs
- Educational Psychology
- Behaviour Support - although we do not currently subscribe to this service, we are able to access this as and when necessary.
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXSiT)
- Home School Community Link worker
- Early intervention hub, which offers a range of services, in particular with supporting families.
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/sen-support-providers/help-support-services>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

## 5.9 Expertise and training of staff

Laura James has a BA (Hons) in Primary Education with QTS and will undertake the National Award for SEN Co-ordination next year. Working alongside her is Louise Siddle, an OXSEN Special Needs Advisory Support Teacher.

She is allocated two days a week to manage SEN provision.

All staff are trained to support the particular needs of the children they work with. We are fortunate that several of our Teaching Assistants are qualified teachers, enabling us to offer high quality support.

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff, including TAs, are reviewed as part of the CPD process in school. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA 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 NQTs and new staff into the school's policy and SEN are included as part of their induction training.

## 5.10 Securing equipment and facilities

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be 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. Further information can be found in the Equality / Accessibility Policy.

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

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.

Appleton 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, 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.

The SENCO and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

## 5.11 Evaluating the effectiveness of SEN provision

The progress of all children/young people is tracked throughout the school through the school management information system (Integris). The Senior Leadership team meet 4 times per year with each class teacher to discuss pupil progress and attainment.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at each assessment point
- Reviewing the impact of interventions after ten weeks, or before if necessary
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report. You can read it on the school website under SEND.

## 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. This includes our before-and-after-school clubs. If a personal risk assessment is carried out then we talk to parents and young people when planning trips so that everyone is clear about what will happen. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information can be found in our Equality / Accessibility Policy which can be located under Safeguarding on the school website.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All children have the opportunity to share their views through their school council representatives and feeling boxes
- Specific strategies are put in place to enable children to have access to a chosen member of staff
- Pupil profiles allow us to listen to the views of children / young people with SEN and these are reviews three times per year

We feel it is important for all children to feel safe and happy in school, therefore when necessary the school implements our behaviour policy or anti-bullying policy. These can be found in the School's policy section on the website, under Behaviour.

### **5.14 Working with other agencies**

The school and childcare are able to call upon the expertise of a wide range of support services. These support services are contacted 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.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. They will then be referred to the school's complaints policy if necessary. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare, if appropriate.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

If you'd like impartial advice from Oxfordshire's SENDIASS contact

<https://www2.oxfordshire.gov.uk/cms/content/contact-sendiass-formerly-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

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

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>.

### **5.17 Contact details for raising concerns**

If you are concerned about your child please contact the class teacher initially. The SENCO will be aware of this meeting and may attend if requested or appropriate.

If you'd like to feedback, including compliments and complaints about SEN provision please contact Laura James. We aim to respond to any complaints as quickly as possible and wish to work together to resolve any issues or concerns.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Equality / Accessibility
- Behaviour
- Antibullying
- Supporting pupils with medical conditions

## 8. Special arrangements in relation to COVID-19.

Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:

*Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.*

*Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.*

In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes into account the needs of the pupils in their classes, as best it can.

Parents of SEND pupils may require our support at this time and the messaging facility on Google Classroom allows for private conversations to be had between staff and parents. The SENCO can be reached at [ljames@appletonprimary.uk](mailto:ljames@appletonprimary.uk).

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our preschool and secondary colleagues to ensure that the information needed is shared. As the summer term progresses, we will begin to send out transition style material that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time have been uploaded on to Google Classroom. These will continue to be updated as time passes. External agencies will only become involved if necessary following the usual graduated response process detailed within this document.