



# Special Educational Needs and Disability Policy and Information Report January 2021

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**Approved by the Academy Committee on – 14<sup>th</sup> January 2021**

**Next review – 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 Hornton Primary School recognise that all children have a right to a broad, structured and contextual educational experience. Our whole school approach aims to create a positive environment, where all children are nurtured to become successful, confident and empowered individuals. Hornton Primary School has an embedded culture that encourages children to support, value and respect each other, to promote a community that welcomes uniqueness and encourages children to contribute to, and celebrate, the achievements of others.

To achieve this, we aim to:

- Ensure that our curriculum is responsive to all children, whatever their need, ensuring all children experience success.
- Ensure that all practices across the school are underpinned by strong moral principles.
- 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. 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.

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.
- 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

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is **Karen Locke**

- As the Head of School also, she will have overall responsibility for the provision and progress of learners with SEN and/or a disability

She will:

- Work with the 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
- 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 Academy Committee 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

### 4.2 The SEN governor

The SEN governor is **Laura Short**

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 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, mental health disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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

Children's specific needs are discussed with parents/guardians leading up to admission in to school. The previous school, care givers and support agencies are contacted should this be appropriate. We will assess each pupil's current skills and levels of attainment on entry, building on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account the views and concerns of parents'
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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, 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, 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.

### **5.5 Supporting pupils moving between phases**

We will ensure plans are put in place early to support transitions between phases.

We will share information with the phase/setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will work with the new setting to arrange induction opportunities, attended by support staff if needed.

### **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.

### **5.7 Adaptations to the curriculum and learning environment**

We 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.
- The school has access for wheelchairs.
- Suitable toilet facilities are available.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions

Teaching assistants will support pupils on a 1:1 basis when needed

Teaching assistants will support pupils in small groups when appropriate to do so

We work with outside agencies to provide support for pupils with SEN:

### **5.9 Expertise and training of staff**

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.

### **5.10 Securing equipment and facilities**

The school will make use of local support services and agencies, taking advice and making adaptations, to ensure the correct equipment and facilities are provided.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports days/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

We place much value on children's Personal, Social and Emotional development, considering it crucial to success in all other areas of development;

Supporting the Personal, Emotional and Social development of all children, underpins the teaching approach taken at Hornton Primary School.

We have a zero-tolerance approach to bullying.

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

We will seek advice from and work with other agencies to ensure every child has the maximum opportunities to succeed. These may include:

- Education advisers
- SENSS (Special Educational Needs Support Services)
- OXSIT
- Health Visitor
- Nurse, Doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist
- Educational psychologist
- Children's Integrated Services

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

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher/SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. In the event of a formal complaint concerning SEN provision, parents/guardians are advised to follow the agreed Warriner Multi Academy Trust procedure in the first instance.

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 child. 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**

The [special educational needs and disability information advice and support service \(SENDIASS\)](#) offers impartial information, advice and support to parents of children and young people with SEN and disabilities regarding their education.

The service aims to help parents, carers, young people and educational professionals to work together to provide the best possible support to children and young people with special educational needs, by:

- [offering advice and training](#)
- [providing Independent parental supporters and independent supporters](#)
- [linking with other organisations who can offer help and support.](#)

### **5.17 The local authority local offer**

Our local authority's local offer is published here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-children-5-16>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Karen Locke 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 body.

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

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.