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Bloxham C of E Primary School

Special Educational Needs and Disabilities Policy (SEND)

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Reviewed by: Inclusion Manager

Date agreed by Governing Body: proposed November 2023

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Aims

The aims of our policy and practice in relation to special educational need and disability in Bloxham Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase

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access to the curriculum, the environment and to printed information for all.

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a priority for the school as a whole. It is each teacher’s responsibility to teach pupils with SEND in their class, and to understand how 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.

Class teachers are responsible for:

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- The teaching and learning of all pupils with SEND in their classroom, and for providing an appropriately differentiated curriculum. They can draw on the Inclusion Manager for advice on assessment and strategies to support inclusion
- monitoring the impact of intervention programmes provided for SEND pupils in their class
- making sure they understand the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- being available to meet with parents of pupils with SEND to review progress at least three times a year so that they understand the strategies that are being used and are involved as partners in the process

The **Head Teacher** 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 SEND issues
- working closely with the Inclusion Manager
- the deployment of all special educational needs personnel within the school

They also have overall responsibility for monitoring and reporting to the governing body about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **Inclusion Manager** is responsible for:

- overseeing the day to day operation of the school's SEND policy

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- co-ordinating the provision for pupils with special educational needs
- advising on the graduated approach to providing SEND support
- being the Designated Teacher where a Child We Care For pupil has SEND
- advising on the deployment of the school's notional SEN budget and other resources to meet pupils' needs effectively
- helping staff to identify pupils with special educational needs
- supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes 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
- ensuring that teachers liaise with parents / carers of pupils with SEND, so that they understand the strategies that are being used and are involved as partners in the process
- liaising with early years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all pupils are up to date
- monitoring and evaluating the progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the Inclusion Managers/ SENCOs of receiving schools and/or other primary schools to ensure a pupil and their parents / carers are informed about options and a smooth transition is planned

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- working with the Head Teacher and the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Teaching Assistants, including Higher Level Teaching Assistants

- should understand the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- should use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- should work as part of a team with the Inclusion Manager and the teachers, supporting pupils' individual needs, and the effective inclusion of pupils with SEND
- should attend training as directed

Midday supervisors are given all necessary training and information relating to the supervision of SEND pupils at lunchtime.

The **Governing Body**, in co-operation with the Head Teacher, 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 who takes particular interest in this aspect of the school.

The Governing Body must ensure that the SEND Policy is implemented and that

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND

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- pupils with SEND 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
- report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice 2014 and updated 2017.
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND 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 SEND.

The Governing Body plays a major part in school self-review. In relation to SEND, the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Plan
- the quality of SEND provision is regularly monitored and assessed against key performance indicators for effectiveness

A3 CO-ORDINATING AND MANAGING PROVISION

At Bloxham Primary School:

- sharing of expertise is welcomed and encouraged
- Special educational needs and disability is a part of the school development plan

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- SEND is a regular item on staff meeting agendas or the main item of a meeting
- the Inclusion Manager meets regularly with Phase Leaders and other Senior Leaders
- the Inclusion Manager ensures that regular meetings with class teachers are held, normally once a term, to review progress and provision
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved in discussions about their targets and provision
- the Inclusion Manager ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register (via Arbor)
 - an overview of SEND provision which is on the school website
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - The Oxfordshire SEND guidance for identifying and supporting SEND.

A4 ADMISSION ARRANGEMENTS

Bloxham Primary School strives to be a fully inclusive school. It acknowledges the range of needs to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent / carer wishes to have mainstream provision for a child with an Education, Health and Care Plan, 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.

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A5 SPECIALISMS AND SPECIAL FACILITIES

At Bloxham Primary School:

- teaching staff have experience of teaching a range of pupils with SEND. Additional training for teachers and support staff is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and in each classroom
- 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 ongoing access to the expertise of LA services and other agencies
- the school has been adapted to provide easy access for wheelchairs, as well as toilet and washing areas
- we have an Access Plan to minimise barriers to physical and curriculum access and access to information
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.
- the school has an inclusive behavioural policy, with a supportive nurture room and staff and a robust and effective Individual Behaviour Plan process.

B Identification and Assessment and Provision

B1 ALLOCATION OF RESOURCES

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

- the base budget which covers teaching and curriculum expenses, as well as the cost of the Inclusion Manager
- the notional SEND budget (the SEND Index) that is designed to fund the additional support required
- additional specific funds that may be allocated to pupils with an additional funding award or an EHC Plan.

The Head Teacher, Inclusion Manager and the governing body of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include support staff, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of an EHC needs assessment is spent according to the terms outlined in the resulting Education, Health and Care Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Bloxham Primary School follows LA guidance, to ensure that all pupils' needs are appropriately met.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual adapted curriculum and strategies.

The Code recognises two levels of provision of SEND: SEND support, or an Education, Health and Care Plan (EHC Plan).

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The school uses the Pupil Profiles to maintain information about the identification, assessment and provision for each pupil.

Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the needs and barriers. The Oxfordshire Guidance plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Oxfordshire Guidance):

Code of Practice needs	Categories
Communication and interaction needs	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
SEMH	Social , emotional and mental health difficulties
Sensory and/or physical	Hearing Visual Physical

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Levels of Provision

SEND Support

If a pupil has not made sufficient progress despite high quality classroom teaching (Quality First Teaching) and it is deemed that they need SEND support, a process of assessment, planning and review is set in place, in partnership with parents / carers. Outside agencies may also be involved. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parent / carer permission is always sought for a formal referral to any external service. Parents / carers are encouraged to attend reviews and to play a full part throughout the process.

Education, Health and Care Plan

Pupils who require an EHCP are likely to have significant needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment the needs of the pupil are assessed by a panel, using detailed input from home, school and appropriate specialists. If an EHC Plan is given it details the outcomes and amount of support to be put in place. The EHC Plan is reviewed annually by all involved in the pupil's support and amended according to changing needs. Within school, the class teacher, together with the Inclusion Manager and any outside agencies involved, take lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHC Plan and the advice from outside agencies. The support is reviewed in line with the school review cycle (see below).

Parents are encouraged to attend reviews and to play a full part throughout the process.

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SEND Reviews

Formal reviews of SEND pupils are normally carried out three times per year. Parents / carers and pupils should be fully involved. Both will be asked to make their comments towards this. The ongoing evaluation of support feeds into this process.

Annual Reviews

For pupils with an EHC plan, an Annual Review Meeting has to be held. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. The ongoing evaluation of support feeds into this process. It usually sets out new long-term outcomes. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original plan, are invited to attend or submit a written report.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a adapted curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with additional needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adapted. For some pupils, intervention programmes may be used to improve skills or to give support in a particular area. Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

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B4 EVALUATING SUCCESS

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

- monitoring of classroom practice by the Inclusion Manager and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school's annual SEND report, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents / carers and staff, both formal and informal, to plan assess and review provision and celebrate success.
- surveys of pupil views and Pupil Parliament input.

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. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher.

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In the event of a formal complaint parents / carers are advised to contact the Head Teacher. The Oxfordshire SEND Information, Advice and Service (SENDIASS) is available to offer advice; see Appendix for contact details.

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS / CARERS

The staff at Bloxham Primary School will continue to forge home/school links and encourage parents / carers to be partners in the education process. Parents / carers 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 / carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities as well as their child's wellbeing at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents / carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent / carer review meetings will be held three times a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or Inclusion Manager. We will make arrangements, wherever possible, for interpreters to be present for parents / carers with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire SEND Information, Advice and Service (SENDIASS)

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SENDIASS provides a range of support for parents / carers of pupils with SEND as well as parent training about the Code of Practice. SENDIASS workers give advice and support to parents of pupils with SEND at any age or stage.

SENDIASS also gives information about mediation services. They can arrange meetings and have produced leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810516. Some of their leaflets are available in school.

A guide to SEND provision in Oxfordshire (The Local Offer) is available on the Oxfordshire website. www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-SEND

Information about the school's SEND policy and provision is available on the school website.

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 age and stage of development. 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 pupils, 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.

In Bloxham Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews
- talking to TAs and teachers about their learning
- whole school, class and individual reward systems

C3 LINKS WITH OUTSIDE AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

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The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from the Special Educational Needs Support Services (who offer specialist support for pupils with Hearing Impairments, Visual Impairments, Multi-Sensory Impairments, Communication and Interaction Difficulties (includes autism, speech, language and communication needs) Down's Syndrome and Complex Needs, and Physical Disabilities. We also have strong and well established working relationships with Child and Adolescent Mental Health Services (CAMHs), Occupational Therapists, Physiotherapists, Speech and Language Therapists, Educational Psychology Service and the Oxfordshire Inclusion Team. We are committed to using the expertise and advice provided by other professionals. The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND records are transferred following county procedures
- *My Concern* information is transferred electronically to the Warriner or via recorded delivery, or in person by a DSL, if schools do not have *My Concern*
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, so that they will become more confident in their new setting
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with an EHC Plan, the pupil's Plan is amended in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned

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- the Inclusion Manager / SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHC Plans for whom the particular school has been named
- Representatives from secondary schools visit our school to meet pupils before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- the Foundation Stage teachers liaise with pre-school settings and staff to discuss pupils with SEND when they are about to start school.

C5 STAFF DEVELOPMENT AND APPRAISAL

- the school is committed to constantly improving and updating expertise in SEND
- the Inclusion Manager is supported through Oxfordshire Schools Inclusion Team (OXSiT)
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and Inclusion Manager/teacher meetings are considered to be part of staff development, as well as a time to share information
- the Inclusion Manager and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the Inclusion Manager to identify training needs and discuss SEND procedures in the school.

Please read this policy alongside the Annual SEND Information Report.

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