



St Nicholas' Primary & Nursery School

Special Educational Needs and Disabilities (SEND) Policy

Approved by the Governing Body:

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This report should be read and considered in conjunction with the following:

- **Accessibility Plan**
- **Admissions Policies**
- **Anti-Bullying Policy**
- **Equality Policy & Objectives**
- **Supporting Pupils with Medical Conditions Policy**
- **Safeguarding and Child Protection Policy**
- **Complaints and Serial and Unreasonable Complaints policies**
- **Relationships Policy (RHSE policy)**

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SECTION A – OUR SCHOOL

St Nicholas' Primary & Nursery School is committed to an inclusive education for all pupils and aims to provide a learning environment that is flexible enough to meet the needs of all members of our school community. We endeavour to provide all of our pupils with a rich, enquiry-based curriculum, underpinned by our school values.

St Nicholas' Primary & Nursery School has a Communication & Interaction Resource Base (CIRB) for up to 15 pupils, aged 5-11 years. The CIRB is part of a continuum of support within the Local Offer for children and young people in Oxfordshire. Further information about the Local Offer can be found here:

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

A1. AIMS AND OBJECTIVES

In order to identify and meet the needs of pupils with Special Educational Needs and Disabilities (SEND), we work closely with parents and professionals, following the guidelines set out in the SEN Code of Practice 2015.

At St Nicholas' Primary & Nursery School, we aim to:

- ensure that our curriculum is responsive to all pupils, whatever their individual need;
- promote positive attitudes and individual confidence, ensuring all pupils experience success;
- identify, assess, record and regularly review pupils' SEND;
- encourage parents to be involved in planning and supporting at all stages of their child's development; and
- make effective use of support services.

A2. DEFINITIONS

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fit the above criterion when of compulsory school age (or would be likely to, if no special educational provision were made).

Some (but not all) pupils with SEND may have a disability, as defined by the Equality Act 2010, if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is more than minor or trivial. 'Long-term' means 12 months or more.

A3. ADMISSIONS

The Admissions Policy sets out the arrangements for the admission of all pupils, including those with SEND. St Nicholas' Primary & Nursery School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority (LA) Admissions Policy. In accordance with the Education Act 1996 (Section 316), the school will admit a child with an EHCP, subject to the wishes of their parent, unless this is incompatible with the efficient education of others, and there are no reasonable steps that could be taken to prevent the incompatibility.

Places within the CIRB are allocated through a centralised Local Authority admissions panel. Pupils must have an Education, Health & Care Plan (EHCP) with a primary need of Autism and/or Communication & Interaction, with a profile of needs that requires support above and beyond that available within a mainstream school. There is no direct transfer route between the mainstream school and the CIRB, and priority is not given to pupils already attending St Nicholas' Primary & Nursery School (mainstream).

St Nicholas' Primary & Nursery School encourages all prospective families to engage with the school in advance of applying for a place, particularly where a prospective pupil has SEND. The SENCo is available to meet with the families of prospective pupils with SEND to share information.

A4. ROLES AND RESPONSIBILITIES

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for pupils with SEND, and for doing their best to ensure that the necessary provision is made for any pupil who has SEND. They determine the school's general policy and approach to provision for pupils with SEND and establish the appropriate staffing and funding arrangements.

The Headteacher: The Headteacher has overall responsibility for the management of provision for pupils with SEND. They keep the governing body fully informed and work closely with the SENCo.

SENCo: The SENCo is responsible for the day-to-day operation of the SEND policy and the coordination of specific provision to support individuals with SEND, including those with EHCPs. The SENCo works closely with all staff, the Headteacher, SEND Governor, parents, the LA SEN Casework Team and outside agencies, to ensure the best possible provision for pupils with SEND.

SEND Governor: An appointed representative from the governing body is actively involved in supporting and reviewing, with the Headteacher and SENCo, provision for pupils with SEND and the implementation of the policy within the school.

Designated Safeguarding Lead (DSL): The Headteacher has a specific responsibility for safeguarding and is the DSL. St Nicholas' Primary & Nursery School also has three deputy DSLs: the Deputy Headteacher; the Home-School Link Worker; and the SENCo.

Teaching and Support Staff: Teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND,

including planning for differentiation. The identification of SEND is built into the school's overall approach to monitoring the progress and development of pupils. Teachers are responsible for working with pupils on a daily basis and closely monitor pupils involved in interventions, including those that take place away from the classroom. Teachers work closely with teaching assistants and the wellbeing team to plan and review the impact of support and interventions.

A5. COORDINATING AND MANAGING PROVISION

The SENCo is a member of the Senior Leaderships Team (SLT), which meets weekly. The SENCo also meets regularly with both the Headteacher and SEND governor, to monitor and discuss provision for pupils with SEND and the operation of the SEND policy. The SEND policy and provision are discussed regularly at staff meetings and SEND provision is an integral part of the School Development Plan. The SENCo does not hold a class-teaching responsibility so is widely available to provide guidance and advice to class teachers and support staff, as required.

SECTION B – IDENTIFICATION, ASSESSMENT AND PROVISION

B1. ALLOCATION OF RESOURCES

The LA provides funding for schools to meet the needs of all pupils with SEND:

Element 1: The base budget, to cover teaching and curriculum expenses, as well as the cost of the SENCo.

Element 2: The notional SEN budget, to cover the additional educational support required by pupils identified as having SEND.

Element 3: Top-up funding, which may be allocated to support pupils with EHCPs

St Nicholas' Primary & Nursery School, as part of normal budget planning, has a strategic approach to resourcing to support the progress of pupils with SEND. The school provides additional support up to the nationally prescribed threshold per pupil per year. Details of how resources are allocated are included in the Governors' Annual Report to Parents. 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. In such circumstances, the school will make a request to the LA for top-up funding.

B2. IDENTIFICATION, ASSESSMENT AND REVIEW

The identification of SEND is embedded in whole school processes for monitoring the development and academic progress of all pupils. St Nicholas' Primary & Nursery School recognises the benefits of early identification and support; all staff are alert to emerging difficulties. St Nicholas' Primary & Nursery School adopts the graduated approach of *Assess-Plan-Do-Review*, as outlined in the SEND Code of Practice 2015. A register of pupils with SEND is kept as a legal requirement.

The school recognises the importance of considering the 'whole child' when information gathering and considering SEND, and endeavours to identify the full range of needs, rather than just the primary need of individuals. The information gathering will include an early discussion with the pupils (where age and stage appropriate) and their parents. St Nicholas' Primary & Nursery School recognises that

parents know their children best and will always listen to and endeavour to understand when parents express concerns about their child's development.

Children's needs and requirements fall into four broad areas (The Code of Practice 2015), but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and Interaction: e.g., Speech, Language and Communication Needs; Autistic Spectrum Disorder

Cognition and Learning: e.g., Learning Difficulties; Specific Learning Difficulties (such as dyslexia, dyspraxia, dyscalculia)

Social, Emotional and Mental Health: e.g., Behaviour reflecting underlying mental health difficulties (such as anxiety, depression); Attention Deficit Disorder; Attention Deficit Hyperactive Disorder; Attachment Disorder

Sensory and/or physical: e.g., Hearing Impairment; Visual Impairment; Physical Disability Multi-sensory impairment

Special educational provision: This is additional to or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to pupils' individual needs. Consideration of whether special educational provision is required begins with the desired outcomes, including expected progress and attainment, and the views and wishes of their parents. The SENCo and the class teacher, with input from other professionals (where involved) and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions to support the pupil's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a pupil has not made expected progress, school and parents may consider requesting an Education, Health and Care needs assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Pupil Profile and Outcomes Plans are reviewed termly, led by the class teacher. These reviews provide an opportunity for parents to share successes and concerns and to agree aspirations for the pupil.

Support for pupils with medical conditions: Where pupils with SEND 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 2014. See also the Supporting Pupils with Medical Conditions Policy.

B3. CURRICULUM ACCESS AND INCLUSION

St Nicholas' Primary & Nursery School strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos; broad and balanced curriculum for all pupils; systems for early identification of barriers to learning and participation; and high expectations and suitable targets for all children.

B4. EVALUATING SUCCESS

The efficacy of provision for all pupils is regularly reviewed via the school SEF. The progress of all pupils is tracked using a range of teacher assessments, tests, focused work, observations and discussions.

Formative assessments are used at the end of each term and results are scrutinised by the SLT, with class teachers, through pupil progress meetings. In addition, the impact of SEND provision for individual pupils is monitored via their Pupil Profile and Outcomes Plan and associated termly reviews.

The school's Governors monitor the efficacy of SEND provision via the annual SEND Report to Governors (available on the school's website) and through termly meetings between the SENCo and governor responsible for SEND.

Where a pupil has an EHCP, an annual review of the plan will be held at least once every 12 months. These meetings will normally take place in the school setting with the class teacher, parents, SENCo. Other supporting professionals will also be invited to attend or submit a written contribution outlining the progress made and next steps.

B5. COMPLAINTS PROCEDURE

St Nicholas' Primary & Nursery School encourages parents/ carers with any concerns regarding the SEND provision made for their child to speak to the school as soon as possible. In the first instance, parents should approach the class teacher. If a parent/ carer feels unable to speak to the class teacher, or feels unsatisfied with the teacher's response, an appointment should be made with the SENCo. If arranging an appointment via the office please give an indication of your concern so the SENCo can investigate and come to the meeting prepared.

In the event of a formal complaint, parents are advised to contact the Headteacher or a governor, if they prefer. Special Educational Needs and Disabilities Advice and Support Services (SENDIASS) are available to offer impartial advice at: <https://sendiass-oxfordshire.org.uk/>

SECTION C – PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

C1. STAFF DEVELOPMENT

In-service training relating to SEND is provided for all staff, with selected staff receiving additional, more specialist, training for the pupils they work with directly. Staff training can take the form of (but is not limited to) in-house training and sharing of expertise, online resources (including The National College) and input from outside agencies and professionals.

The SENCo holds the National Award for SEN Coordination. They regularly participate in SENCo Supervision (facilitated by the Local Authority Educational Psychology Service) and also attend inclusions briefings, to keep up to date with local and national updates in SEND.

All teaching and support staff work closely with the wide range of professionals, specialist agencies and services to support pupils with SEND and their families.

C2. WORKING IN PARTNERSHIP

At St Nicholas' Primary & Nursery School, we believe that partnership working with parents is essential for:

- early and accurate identification and assessment of SEND, leading to appropriate intervention and provision;

- the continuing social and academic progress of pupils with SEND; and
- personal and academic targets to be met effectively.

Where a pupil has been identified as having SEND, parents are informed and encouraged to work in partnership with the school to support the pupil. Teaching and support staff work closely with pupils (where it is age and stage appropriate) and their parents to agree outcomes and provision, and to regularly review progress. In addition to whole-school practices and procedures, SEND Pupil Profile and Outcomes Plans are reviewed termly. For pupils with EHCPs, an Annual Review of the plan will also be held. Where it is felt that parents could benefit from extra support, they may be signposted to the Home-School Link Worker and/or SENDIASS.

The school has access to a wide range of Education, Health and Social Care services and professionals in Oxfordshire. Where pupils have a higher level of need, and with parental permission, the school may seek advice from external agencies.

C3. THE VOICE OF THE CHILD

At St Nicholas' Primary & Nursery School, all pupils are encouraged to participate in discussions about their learning, right from the start of their education. Pupils have right to be involved in decision making and their views are valued. Where age and stage appropriate, pupils are involved in reviewing their progress, celebrating achievements and planning next steps.

C4. TRANSITIONS

At St Nicholas' Primary & Nursery School, transitions (within school and between schools) are carefully planned for. For pupils with SEND, individual profiles will be considered when planning for transition and a bespoke package of support implemented. This could include social stories, transition booklets and visits. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with EHCPs, phase transfer is considered in detail during the Year 5 annual review. The LA should then ensure that EHCP is amended, in response to the recommendations of the annual review, by 15th February in the year of transfer. The SENCo of the receiving school will be invited to the final primary school annual review, where a receiving school has been named on the final amended EHCP.

C5. MONITORING AND REVIEW

The implementation of this policy will be monitored by the school's Governors and will be reviewed annually.