



# Special Educational Needs and Disabilities Policy and Information Report

## Sandhills Community Primary School

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<b>Approved by:</b>	Governors	<b>Date:</b> Oct 2021
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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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Governors and staff of Sandhills Community Primary School 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.

**"Step by Step Together"**

**Stay safe  
Show respect  
Do your best**

## Principles

The principles of the River Learning Trust are:

- **Commitment to Excellence**; striving for the best educational experience
- **Everyone Learning**; creating and taking opportunities that enhance lives
- **Respectful Relationships**; acting with care, integrity, and fairness in all we do

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

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 and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

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.

### Categories of special educational need

Children's needs and requirements fall into four broad areas, 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: Speech, Language and Communication, Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental Behaviour reflecting underlying health difficulties: mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment, Visual impairment, Physical disability, Multi-sensory impairment

### Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Charleii Stanley Email: [senco@sandhillprimary.org](mailto:senco@sandhillprimary.org) Phone: 01865 648 687

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 coordination 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 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
- Ensure the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN.

## **4.2 The SEN governor**

The SEN governor is Chris Webster.

He 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

All governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs
- they have regard to the requirements of the special educational needs and disability code of practice (2014)
- they are fully informed about SEN issues, so that they can play a major part in the schools self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEN

Governors play a major part in the school's self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy and that the school as a whole will also be involved in its development
- SEN provision is part of the School Improvement Plan (SIP)
- the quality of SEN provision is regularly monitored

### **4.3 The headteacher**

The headteacher is Emma Coleman.

She 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 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
- Writing and reviewing pupil profiles and setting outcomes three times a year
- Consult with parents of pupils with SEN regarding updates to outcomes and provision and share pupil profiles

### **4.5 Teaching assistants (TAs)**

TAs work as part of a team with the SENCO and teachers to support pupils' individual needs and helping with the inclusion of pupils with SEN within the class.

TAs will:

- be fully aware of the schools SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- feedback to teachers about pupils' responses to tasks and strategies
- work closely with the teacher so support and interventions are linked to classroom teaching

## **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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example hearing impairments, processing and sensory processing difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert 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.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Sandhills Community Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCO and the class teacher, together with specialists, and involving the pupil's 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.

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 each term 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.

## 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 strength and difficulty
- We take into account the parents' concerns
- Outcomes for the child will be recorded on their pupil profile and agreed with parents
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. Oxfordshire county council descriptors for identifying and supporting pupils with SEN are used.

## 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**.

- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes and recorded on class pupil progress records or on an individual pupil profile.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Parents are invited to parents' evenings twice a year to discuss progress, attainment levels and expected outcomes, with the class teacher and SENCO if appropriate.
- Parents of children with SEN are invited to review meetings, where appropriate.
- Children with statements or EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- The outcomes for children on the SEN register are reviewed termly and a pupil profile is shared with parents.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- The school identifies the needs of SEN pupils on a pupil tracking grid. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

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.

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

### Early Years Transition

- All settings are contacted where children have attended somewhere prior to starting school.
- SENCO and/or class teachers attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. The class teacher will visit the child in their previous setting, where necessary.
- All children are invited to transition visits before the Summer.

### Moving on at Year 6

- Key staff from the relevant secondary schools visit to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.

- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENCO attends Year 6 to Year 7 SEN transfer meetings.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCO meets with key staff from the new school.
- Pupil profiles for identified pupils are shared with secondary schools.
- Information transferred in advance of the move.

### **Moving Schools**

If your child is moving to another school we will:

- contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.
- Visits to the school prior to the admission date may be arranged.

### **Moving Classes**

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.
- Teachers/TA's will spend time with children that require additional support where possible in the term before moving.

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

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.

- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits and visitors are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups but independence is encouraged.
- Relevant training is undertaken for staff working with children with specific needs depending on the need. This training is sourced from the school nurse team, SENSS team or other providers if necessary.

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

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

- Children are involved in their own learning and are able to feed into the topic.
- Children receive feedback on progress through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lesson, using 'Read, Write Inc' across Early Years Foundation Stage, Key Stage 1 and in Key Stage 2, where appropriate.
- Lessons are differentiated to meet the needs of all learners, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Learning walls in classrooms support the learning of literacy, maths, topic and science.
- ICT is used to support learning, including computer programmes and word processing.
- Some classes/identified pupils may be allocated support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual needs.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips, sound amplification systems and fidget bands around chair legs.
- Children may be identified as benefiting from social skills groups.

The school's accessibility plan is reviewed annually and is available on the school website..

## **5.8 Additional support for learning**

There is no one way to support children. How support is provided in the class and wider school will depend on an individual child's needs. Support is usually provided through the normal learning and teaching that takes place in class, however, some children may need a small amount of additional support for a short time. Other children may need a lot of support for a longer period of time.

Children may be identified as benefitting from alternative interventions outside the classroom. The impact of interventions is reviewed 3 times a year and a report provided for governors. Pre and post measures are used to track progress.

Our teaching assistants are trained to deliver a range of intervention programmes in the areas of literacy,

numeracy, language, social, emotional, and motor skills. The use of intervention programmes complements the Quality First Teaching that all children receive. In the past year we have run Lego Therapy, Spirals, New Reading and Thinking, Toe by Toe, 1:1 Tutoring, Pre-teaching, Phonics Catch up, First Class at Number, Precision Teaching of spellings and word recognition, Socially Speaking and Accelerated/Acceleratewrite. However, we will run the interventions that will best meet the needs of the pupils so they will change from term to term and year to year.

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

Our SENCO has over 10 years experience in this role and has worked as a teacher for a further 20 years.

In the last academic year, staff have been trained in Read, Write inc, echo reading, guided reading, precision teaching (spelling) and the use of social stories. Staff have also had access to a number of SEND videos to revisit training on Autism, ADHD, Down's syndrome and mental health via the OXSIT website.

At times, we use specialist staff for speech and language programmes, play therapy and social skills.

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

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using individual provision trackers to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.11 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 breakfast and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 5 and Year 6.

All pupils are encouraged to take part in sports day, school plays, class assemblies. Sometimes, this may be in a supportive role managing music or powerpoints.

The building and playground are accessible to wheelchair users. There is a disabled toilet.

Trips will be planned taking into account the needs of children with disabilities.

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

Sandhills Community Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

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

- All classes follow a PSHE (Personal, Social, Health and Economic education) curriculum called 'Jigsaw'.
- Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills.
- Some teaching assistants are trained in mental health awareness.
- Groups to develop social skills and/enhance self-esteem.
- Lunchtime and after-school clubs e.g. sports activities, cooking, art, mindfulness and dance.
- Whole school responsibilities.
- Additional support for children who are struggling at playtime.
- Visual timetables/symbols.
- Anti Bullying Policy and procedures (see website)
- E-safety and cyber bullying is addressed at an age appropriate level.
- Transition preparation.

## **5.13 Working with other agencies**

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

- Health agencies such as Speech and Language Therapy, Occupational Therapy and Child and Adolescent Mental Health Service (CAMHS)
- School nurse and paediatricians
- Special Educational Needs Support Service for children with hearing impairments
- Educational Psychology
- Communication and Interaction Team
- Behaviour Support
- Special Educational Needs (SEN) Team for Oxfordshire local authority
- SENDIASS (formerly parent partnership)
- Children's Services

## **5.14 Complaints about SEN provision**

Initial contact should be made with the class teacher. A meeting will be arranged, which may include the Head teacher and/or SENCO, to discuss the concern. Parents can request an appointment with the Head teacher directly.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

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

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

Free impartial information, advice and support on SEN and disability matters for parents, carers and young people is available through Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS can be contacted on 01865 810516 / 07786524294 or by email at [sendiass@oxfordshire.gov.uk](mailto:sendiass@oxfordshire.gov.uk).

## 5.16 Contact details for raising concerns

To contact a class teacher phone the school office on 01865 433 000 or email the office at [office@sandhillprimary.org](mailto:office@sandhillprimary.org)

To contact the SENCO email [senco@sandhillprimary.org](mailto:senco@sandhillprimary.org)

To contact the headteacher email [office@sandhillprimary.org](mailto:office@sandhillprimary.org)

## 5.17 The local authority local offer

Our contribution to the local offer is: <https://www.oxfordshire.gov.uk/residents/schools/list/2022>

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?utm\\_content=&utm\\_term=nil](https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer?utm_content=&utm_term=nil)

## 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:

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