



Offenham C of E First School

Special Educational Needs and Disabilities (SEND) Policy

Vision

Our school vision, summed up by the words, “**Love**, **transformation** and **growth**” plays a significant role in our collective attitude to our provision for children with SEND. We wish to promote excellence in all areas of school life, offering all pupils equal access to, and love of learning, so that all can be daily transformed, flourish and grow into their full God-given potential.

Philosophy and Aims

At Offenham School we believe that provision for pupils with special educational needs or disabilities (SEND) is the responsibility of the whole school. As a staff we endeavour to do our best to ensure that the necessary provision is made for all children with SEND.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

Fundamental aims for SEND:

- All children with special educational needs should be offered full access to a broad, balanced and relevant education.
- A child with SEND should have their needs met.
- The views of a child should be sought and taken into account.
- Parents have a vital role to play in supporting their child’s education.
- To ensure that all teaching staff are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Children with SEND should be set suitable learning challenges.
- The school will base its practice on the SEN Code of Practice (Jan 2015).

These aims can be witnessed through the access each child has to a broad, balanced and relevant education and through regular reviews, which consider how much progress is being made and also where additional assistance may be necessary. These aims are also evident in the consultations carried out with parent and child. At Offenham we recognise that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The staff are fully aware of the importance of providing appropriate learning environments and the necessary provision for children with special educational needs.

The school will endeavour to base its practice on the SEN Code of Practice (Jan 2015) and the Local Offer in Worcestershire Schools (Sept 2014) and will ensure that parents are notified of decisions made by the school regarding SEND provision.

Special Educational Needs

At Offenham we determine a child to have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The SENDCO meets half termly with the teaching staff to discuss the needs of the children in the school and tailor support to meet the needs.

At Offenham CE First School a wide range of information is used to help to identify pupils who have SEN:

- End of EYFS outcomes
- performance monitored by the teacher, as part of ongoing observation and assessment
- progress against the objectives specified in the National Curriculum
- performance in end of key stage and end of year tests
- outcomes of meetings with and information shared by parents and outside agencies.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators. Children with special educational needs are indicated on the Epiphany tracking system, where their progress is tracked along with all pupils. The class teacher identifies children needing additional support, in liaison with the SENDCO, subject and assessment coordinators. Termly pupil progress meetings involving the class teacher and the headteacher provide a further level of monitoring. The relevant area(s) of SEN for each pupil is recorded on the SEND register.

SEN Provision

At Offenham CE First School we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may potentially have barriers to learning that mean they have special needs or disabilities and require particular action by the school.

The importance of early identification, assessment and provision for any child who may have SEN cannot be over emphasised.

Prior to entering our Reception Class all children receive a home visit from the class teacher allowing an informal discussion. This also allows the teacher a period of 1:1 observation and frequently, in the more relaxed atmosphere of the home, issues which have been, or are of concern are shared.

Provision for children with SEN is a matter for the school as a whole. The school will assess each child's current levels of attainment on entry through informal assessment and through the Foundation Stage Profile Assessments. This approach ensures that they build upon the pattern of learning and experience already established during their pre-school years. If the child already has an identified SEN prior to entry to school, the information will be transferred to the SEN register at the start of the reception year.

In order to assist children with SEN Offenham adopts a 'graduated response', recognising SEN as a continuum of needs and treating it as an active process.

1. **Quality First Teaching (sometimes referred to as Wave 1 provision).** This is quality inclusive classroom teaching, which takes into account the learning needs of all the pupils. It includes providing adaptive styles of teaching and differentiated work to create an inclusive learning environment - all children have access to this.
2. **Monitoring** – this is when a teacher has a concern about a child and 'flags it up' with the SENDCo. If a child does not demonstrate sufficient progress or other issues are raised, a Cause for Concern form will be completed by the class teacher and shared with the SENDCO. This concern is then registered on our whole school SEND register which is reviewed every fortnight by the SENDCo and Headteacher. A range of assessment evidence is gathered to 'build a picture' of the difficulties a child is facing. This includes classroom and playground observations; assessment notes from intervention programmes; independent work that shows what a child can do when working on their own; levels achieved in tests; anecdotal evidence about pupil attitudes; work produced in lessons and checklists for learning difficulties such as dyslexia.

Monitoring ensures that all children are able to access the curriculum at all levels. Some children are on the monitoring register simply because they have received extra help in the past, have exited these programmes but teachers want to remain aware of needs which aid planning for them.

3. Some children receive **EDS – Extra Differentiated Support (sometimes referred to as Wave 2 provision)**. EDS describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations.
The triggers for intervention through EDS will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:
 - little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
 - shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas,
 - presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school,
 - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,

- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The status of the children on our whole school SEND register changes to match their provision.

4. Some children have **PDS – Personalised Differentiated Support (sometimes referred to as Wave 3 provision)**. PDS describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

The triggers for intervention through PDS will be concern, underpinned by evidence, about a child who, despite receiving adaptive learning opportunities, makes:

- Continues to make little or no progress in specific areas over a long period,
- Continues working at National Curriculum levels substantially below that expected of children of a similar age,
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme,
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service,
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Individual Provision Maps (IPMs)

All SEN students who are receiving PDS support through the Graduated Response have an Individual Provision Map (IPM). The IPM is an action plan that details:

- The child's difficulties,
- Short-term targets for them to achieve,
- Who will work with the child and how often,
- What special strategies/materials might be needed,
- How success will be measured to ensure a structured review,
- Where possible these will be planned with the parent/carer.

We have two IPMs – IPEP or an IPBP – that is: an education or a behaviour plan.

Parents and pupils play a valuable part in the SEN process. Both are invited to discuss, contribute to and review the children's IPMs. The children's thoughts and opinions play an important part in the production of IPM targets, and to assist this, they will create and maintain their own **Pupil Passport**. Parents are encouraged to implement their children's targets outside of school environment when appropriate.

The IPM will be monitored and its success evaluated during the first week of each half term.

The delivery of the interventions recorded in the IPM will continue to be the responsibility of the class teacher.

At the PDS stage IPMs are often linked to specific programmes devised by specialist outside agencies. The new strategies within the IPM will, wherever possible, be implemented in the child's normal classroom setting. Intervention is provided by TAs in classrooms who continue to support teaching. Intervention programmes address a range of areas such as: phonics support; language development (such as 'Time to Talk' and SaLT report recommendations); fine motor skills (to include handwriting); gross motor skills (such as 'Smart Moves'); self-esteem ('Think good, feel good') and number skills.

5. **EHCP – Education Health Care Plan.** A very small number of students may require support that is over and above that which the school is expected to provide at EDS and PDS. If that is felt to be the case, the school, in liaison with the parent/carer and other outside agencies, will work together to apply to Worcestershire's Children's Services to consider whether a Statutory Assessment is necessary. A Statutory Assessment can lead to an EHCP being issued. An EHCP is a legal document which describes a child's needs and what support will be provided to meet those needs.

EHCPs are reviewed annually with the parents, the pupil, the LA, the school and outside agencies involved. All parties are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

Children with English as an additional language

At Offenham we believe the identification and assessment of the special educational need of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance to establish whether the problems they have in the classroom are due to limitations in their command of the English language or arise from special educational needs.

Roles and responsibilities

In our school:

the **Teacher's role** includes:

- delivering Quality First teaching,
- carrying out specific assessments of individuals,
- recording any causes for concern
- teaching children receiving EDS and PDS in small groups, focusing on IPM targets where applicable,
- managing material resources, to enable appropriate provision for children with special educational needs,
- writing Individual Provision Maps (IPMs) relating to specific difficulties IPEP or IPBP
- ensuring IPM targets are being met,
- attending IPM Reviews and Annual Reviews,
- supporting TA interventions to work on specific targets.

the **SENDCO's role** includes:

- co-ordinating the provision for children's special needs,

- holding fortnightly meetings with the Head teacher to review the work of the school,
- liaising with parents of children with SEN,
- managing the day-to-day operation of the policy,
- liaising with and advising fellow teachers,
- managing a range of resources, human and material, to enable appropriate provision for children with SEN,
- involving outside agencies as and when these are necessary e.g. SaLT, Ed Psych.
- ensuring IPM targets are being met and overseeing pupil records,
- attending EHCP Annual Reviews,
- engaging in CPD and promoting CPD opportunities for all staff,
- monitoring and evaluating SEN provision.

the **TA's role** includes:

- working with SEN children on their IPM targets, individually or in small groups,
- supporting the class teacher with assessing and reviewing progress of SEN children.

the **Governing Body:**

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs,
- does its best to secure the necessary provision for any pupil identified as having special educational needs,
- ensure that all teachers are aware of the importance of providing for these children,
- has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Complaints Procedure

If any parent/carer has a concern regarding SEND in school they should first contact their child's Class Teacher or the SENDCO. If they feel they would like to take the matter further, then they should contact the Head Teacher or the SEND Governor.

Policy reviewed Autumn 2024 by the headteacher, staff and governors at Offenham CE First School.

To be reviewed Autumn 2025.