



**Cumnor Church of England School Policy for  
Special Educational Needs**

**Agreed by Governors:  
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**V. CARR** (Chair of Govs)

**E. READ** (Headteacher)

To be reviewed Nov 2016

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## **A School Arrangements**

### **A1 DEFINITION AND AIMS**

#### **Definition**

A pupil has special educational needs if he or she has a Learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in Learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (*Education Act 1996*).

#### **Aims**

We at Cumnor School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Cumnor School aims to provide all pupils with strategies for dealing with their needs in a supportive, inclusive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Cumnor School has adopted the Oxfordshire Dyslexia Policy. The school also has a Handling Policy and a Policy for More Able Pupils. These are included at the end of this document.

## **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with SEN is a matter for the whole school. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that 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.

It is the general duty of the **local authority** to identify and make provision for pupils with SEN whatever arrangements are made for meeting their needs at Cumnor.

The **governing body** and **headteacher**, in co-operation, have a legal responsibility for determining the policy and provision for pupils with special educational needs at Cumnor.

The **governing body** must:

- do its best to ensure that the necessary provision is made for any pupil with SEN
- ensure that where a pupil has special educational needs, those needs are made known to all who are likely to teach him/her by the headteacher as responsible person
- ensure that teachers in the school are aware of the importance of identifying and providing for those registered pupils who have SEN
- designate a member of the staff at the school (the special educational needs co-ordinator (SENCo) as having responsibility for co-ordinating the provision for pupils with special educational needs and make sure they are suitably qualified
- consult the local education authority and the governing bodies of other schools where necessary or desirable in the interests of co-ordinated special educational provision
- ensure that when a pupil begins receiving provision for special educational needs his/her parents are notified by the class teacher and/or SENCo
- ensure that pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs, the efficient education of other pupils and the efficient use of resources

- with the co-operation of the head teacher, set up appropriate staffing and funding arrangements for the provision of special educational needs
- report to parents, through the Governors' Annual Report to Parents, on the implementation of the school's SEN policy and Disability Equality Scheme (DES)
- always have regard to the guidance in the Code of Practice for Special Educational Needs (2001) unless there are "exceptional" reasons not to do so
- ensure that it is fully informed about SEN issues, so that it can play a major part in the school's self-review
- ensure that it oversees the school's work for pupils with SEN
- be involved in developing, publishing and review of the school's SEN policy
- ensure that the school *as a whole* is involved in the development of the SEN policy
- ensure that SEN provision is an integral part of the School Development Plan
- ensure that the quality of SEN provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- with the co-operation of the governing board, setting up appropriate staffing and funding arrangements for the provision of special educational needs
- ensuring that all pupils' teachers know about their SEN
- ensuring that all pupils' parents are notified, at the earliest opportunity, where special educational provision is being made for their child
- keeping the governing body fully informed about SEN issues so they, in turn, can fulfil their duties
- working closely with the SENCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole

The **special educational needs co-ordinator (SENCo)** is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs

- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets 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
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and, together with the HLTA, managing the school's SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of Provision Maps and existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, LAPack etc
- contributing to the in-service training of staff
- managing TAs
- together with the Year 6 teacher, liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in Locality Briefings – The County Network for SENCOs

**Class teachers** are responsible for:

- including pupils with SEN in the classroom, and for providing 'Quality first teaching' ie: the first teaching input is appropriately differentiated for all pupils to access
- drawing on the SENCO for advice on assessment and strategies to support inclusion where appropriate/necessary
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN

**HLTA/ Assistant SENCo** is responsible for:

- taking a lead role in managing and delivering pastoral support to pupils, particularly through the organisation, planning and monitoring of small SEALs and New Reading and Thinking groups
- assisting the SENCo in:
  - \* Carrying out detailed assessments of pupils with SEN
  - \* Managing the school's SEN Records
  - \* Liaising with pupils, teachers and parents
  - \* Keeping teachers and TAs fully informed about appropriate SEN interventions and strategies
- managing TAs with respect to:
  - \* liaising and assisting them both formally and informally as needs arise
  - \* carrying out performance management of some TAs
  - \* contributing to the in-service training of TAs and chairing TA meeting once per term
- running cross-class or cross Key Stage interventions

**TAs** work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing IEPs and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

**TAs** should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

**Dinner supervisors** are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

### **A3 CO-ORDINATING AND MANAGING PROVISION**

At Cumnor School:

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

- SEN is a standing item on every staff meeting agenda or the main item of a meeting
- the SENCo meets formally with TAs each half term to review progress
- the SENCo ensures that regular meetings are held, normally once a term, to review IEPs and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
  - the school's SEN policy
  - the SEN register
  - an overview of SEN provision from the school prospectus
  - each class has a SEN file giving the names of all pupils in the class on the SEN register, and copies of the pupil's IEPs, moderation descriptors and other relevant information eg: the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff

#### **A4 ADMISSION ARRANGEMENTS**

Cumnor 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 SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement, 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.

#### **A5 SPECIALISMS AND SPECIAL FACILITIES**

At Cumnor School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN. We do our best to provide additional training for teachers and TAs when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to facilitate access to the curriculum; resources are easily accessible in the Bay Tree room and in each classroom
- all relevant staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we do our best 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 access to the expertise of LA services and other agencies when necessary or desirable
- Some adaptation of the school buildings has been made in order to provide access for those with disabilities including ramps and audio equipment. We have a soundproof room for 1:1 work and the Bay Tree room for individual/small group work. Further work is planned (see Access Policy)

## **B Identification and Assessment and Provision**

### **B1 ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEN in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- specific funds that are allocated to pupils with statements

The headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Cumnor School follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met. Details of how resources are allocated are included in the Governors' Annual Report to Parents.

### **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice (2001) 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 differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum: School Action, School Action Plus and Statement.

The school uses the Oxfordshire SEN action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEN and circulated to all staff. Where concern is expressed that a

pupil may have SEN, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Moderation Handbook descriptors are used to decide whether the level of provision should be at School Action or School Action Plus. The Oxfordshire SEN Handbook offers further guidance on provision.

### Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and Learning, Behaviour, emotional and social development, and Sensory and/or physical. Oxfordshire subdivides these into eight categories of need (as set out in the Moderation Handbook):

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and Learning	Learning Specific Learning difficulties e.g. Dyslexia
Behaviour, emotional and social development	EBD
Sensory and/or physical	Hearing Visual Physical

### Levels of Provision

#### School Action (SA)

If a pupil requires additional and different support and meets the moderation criteria then support at School Action is put in place. An Individual Education Plan (IEP) is written by the class teacher with support from the SENCo, and reviewed every term. Parents are invited to reviews and encouraged to play a full part in the process.

#### School Action Plus (SA+)

If a pupil has not made sufficient progress and meets the moderation criteria, the level of support may be increased to School Action Plus. At School Action Plus, outside agencies are always involved. This is often the school's Educational Psychologist, but may be one of a range of other LA or Health Services

professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENCo takes lead responsibility for writing the IEP, together with the class teacher and any outside agencies involved. The IEP should reflect any advice given by outside agencies.

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

### **Statement**

Only a very small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support.

### **Review**

Reviews of pupils at School Action and School Action Plus are carried out three times a year. Teachers consult with TAs and SENCo prior to the reviews. Meetings are arranged between class teachers and parents and pupils are fully involved providing written or verbal feedback. Verbal feedback is recorded on at least two 'Voice of the Child' sheets as appropriate. Copies of the review and new IEPs are given to parents.

### **Annual Reviews**

For pupils with statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

## **B3 CURRICULUM ACCESS AND INCLUSION**

Pupils are grouped in classes according to age. As there can be a wide range of ability in each class, all staff do their best to provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted to accommodate the needs of that pupil. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give

support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

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

#### **B4 EVALUATING SUCCESS**

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

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation, using 'From Audit to Action'
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEN Policy
- the school's annual SEN review, 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 and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

#### **B5. ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the head teacher or a governor, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice (see C1 below).

## **C Partnership Within And Beyond The School**

### **C1 PARTNERSHIP WITH PARENTS**

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

Parent consultation meetings are held twice a year in terms 2 and 4, 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 SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01865 810541. Some of their leaflets are available in school.

A guide to SEN provision in Oxfordshire (The Green Pack) is available in school, plus the school's SEN Policy, information about the Code of Practice, the SEN Tribunal and how to contact the Local Authority. Parents are welcome to request any of these publications.

### **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 evolving maturity. 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. Year 6 pupils are invited to attend reviews.

At Cumnor, we have adopted an 'Assessment for Learning' approach and constantly encourage children to assess their own learning and progress. In addition we discuss progress towards SEN targets with the children and they are encouraged to complete their own review using 'Voice of the Child' materials as appropriate (one for SA, at least two for SA+ and Statements).

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

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class, house and individual reward systems

### **C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from the Language and Communication Service, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN). We are committed to using the expertise and advice provided by other professionals. The school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams.

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**

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with a statement of SEN, the pupil's statement is amended by 15th February of 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

- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- representatives from local secondary schools visit our school to meet parents and 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
- there are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school

#### **C5 STAFF DEVELOPMENT AND APPRAISAL**

- the school is committed to gain expertise in the area of SEN
- regular training sessions are organised for TAs
- the SENCo attends North Oxford Locality Briefing Meetings three times a year
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo attends the Annual Conference and INSET when relevant
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach.