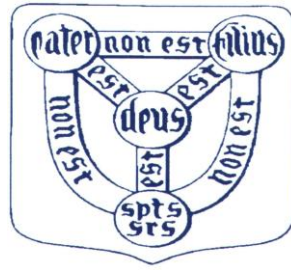


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

SPECIAL EDUCATIONAL NEEDS POLICY

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 years (January 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2018)
- *Oxfordshire Guidance for Special Educational Needs (SEN) Support*, Oxfordshire County Council, (September 2020)
- Supporting students at school with medical conditions (DfE, September 2014; updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Teachers' Standards (December 2021)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Behaviour for Learning Policy
- Disability Non-Discrimination Policy
- Equality Policy and Objectives

This policy has been produced by the SENCo and Assistant SENCo with the SEN Governor, in liaison with the Headteacher.

Section 1 – Our School context

Our Special Educational Needs Coordinator (SENCo) is Miss Katie Long. In accordance with Section 6.80 of the SEND Code of Practice: 0-25years (CoP) 2015, Miss Long is a qualified teacher who has achieved statutory accreditation in the role of SENCo. At Shellingford CE (A) Primary School, the SENCo works closely with the Headteacher and Senior Teacher as part of the Senior Leadership Team.

Our SENCo is supported by the Assistant SENCo Miss Jo Harris.

The term Special Educational Needs (SEN) encompasses barriers to learning resulting from a cognitive or physical impairment, difficulties with social communication and interaction and mental health issues. SEND CoP (section 6.15) *'a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age'*.

Section 2 – Aims and Objectives

The specific objectives of the SEN Policy and practice in our school are as follows:

- To provide curriculum access and high expectations for all.
- To promote emotional resilience and a growth mindset.
- To ensure that all learners make good progress.
- To identify and provide for pupils who have SEN and additional needs.
- To ensure that all pupils have access to, and participate in, all the activities of our school.
- To ensure that learners express their views and are fully involved in decisions which affect their education and, ultimately, their long-term goals and aspirations.
- To ensure that parents' views are taken into account, and that these are reflected appropriately in the provision that is planned for their child/ren.
- To ensure that communication between the school and parents of pupils with SEN is open, effective and regular.
- To promote effective partnerships and involve the Local Authority and outside agencies; ensuring a multi-professional approach where appropriate.
- To provide support, advice and training for all staff working with children with SEN; ensuring the maintenance of a good level of staff expertise.
- To carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of intervention leads to positive learning outcomes.
- To work within the guidance provided in the SEND CoP (2014).

Section 3 – Identifying Special Educational Needs

3a) Monitoring and the identification of SEN

At Shellingford CE (A) Primary School, the progress of every pupil is tracked very carefully. An initial assessment period in mid-September establishes a baseline and our class teachers further assess their pupils twice a year. Each assessment period is followed by a Pupil Progress meeting, whereby the information is shared and analysed with the SEN Team and Headteacher. These meetings are paramount in achieving the early identification of SEN. They directly inform the class teachers' subsequent teaching.

Parents are encouraged to arrange a discussion with the class teacher (via the school office) initially if they are concerned about their child's performance at school. Parental concerns are taken very seriously, and always followed up by class teachers. Information provided by parents may be kept on record via parental discussion forms.

3b) School Support

The majority of pupils added to the SEN register are placed at SEN Support. At this stage, the class teacher and SENCo, in consultation with the parent, and pupil where possible, agree a programme of support and a Pupil Profile is produced (refer to section 5).

3c) Education, Health and Care Plans (EHCPs)

These are appropriate for pupils whose needs are complex or severe and make provision for medical and/or social needs alongside educational ones, if appropriate.

Where a pupil has complex needs and does not make sufficient progress despite the school having taken purposeful action, the school or parent/carer may request an EHC assessment. The Local Authority (LA) then examines the evidence and decides whether they will formally assess the pupil to determine whether an EHC Plan is required in accordance with the guidance set out in the CoP (2015) Section 9. All agencies involved work together with the parents and pupil to agree outcomes and the means to achieve them.

3d) Non-SEN additional needs

We understand that some groups of children may experience barriers to learning which are not attributable to a SEN. We are sensitive to the individual circumstances of all of our pupils and recognise a number of other factors that may impact on their progress and attainment. We provide additional support as appropriate to these pupils to enable them to remain 'on track' in their learning. Pupils for whom this is applicable populate our Target Pupil list and hold a Target Pupil Profile (see section 5bi).

Such factors may include:

- Disability - Under current Disability Equality Legislation, we have a duty to make 'reasonable adjustments' for pupils with a disability. Disability alone does not constitute SEN. (Refer also to Disability Non-Discrimination Policy / Equality Policy & Objectives).
- Attendance and punctuality (Refer also to Attendance Policy)
- Health and welfare (Refer also to Health and Safety Policy, and Safeguarding and Child Protection Policy)
- English as an Additional Language - Children who speak English as an Additional Language bring welcome cultural and linguistic diversity to our school. We do not consider children who speak English as an Additional Language to have SEN. We do seek to ensure that they have full access to the curriculum through ensuring that their acquisition of English is fully supported. This may mean that some small group or one to one interventions are provided, in addition to their normal classroom teaching.
- Eligible for Pupil Premium grant (Refer also to Pupil Premium Strategy)

3e) Behaviour

We avoid considering a pupil who is exhibiting behavioural difficulties as necessarily having a special educational need. Instead, we view behavioural difficulties as a consequence of an underlying issue that should be addressed and/or further investigated as necessary. Staff recognise that behaviour is essentially a form of communication and sometimes a result of early trauma and/or attachment issues.

We support all of our pupils in making good choices through whole class PHSE lessons, and also through Christian themes in our daily whole school Collective Worship. Our teachers use positive reinforcement in their classrooms. A clear system based on the language of choice and consequence, is followed by all of the staff in our school (refer to Behaviour for Learning Policy).

Where a child needs additional support with their behaviour, the class teacher works with the pupil and SENCo where required, to develop an individualised approach that follows the principles above. We may draw on the expertise of external agencies if this is required.

Section 4 – A graduated approach to SEN Support

4a) Our daily practice

Our class teachers work to a rolling cycle of 'Assess, Plan, Do, Review' (detailed in CoP sections 6.17 – 6.19), which means that the outcomes for individuals are carefully considered following each learning opportunity, and then reflected in the planning for the following sessions. This process demonstrates the graduated approach that is at the heart of all that we do for all of the pupils in our school.

4b) Our first response - personalised teaching and learning

When a potential SEN is identified (refer to section 3), our class teachers draw on support from the SEN Team to respond, initially by personalising this graduated approach even further. This may be supported by observations carried out by a member of the SEN Team. Observation of the pupil may also be carried out by the teacher and/or Teaching Assistant/Lunchtime Supervisors at various times throughout the school day, especially in the Early Years/Foundation stage where it is standard practice.

The graduated approach reflects the Assessment for Learning (AFL) model with which all of the teachers at Shellingford CE (A) Primary School are familiar, and which is present and visible in every lesson. The SENCo and Senior Leadership Team monitor this closely throughout the year.

4c) Our phases of SEND provision

The level of support we provide is organised into three phases.

	Description	Applicable to
Phase 1	• Target Pupil Profile • Finely differentiated teaching to address individual additional needs • Specialist equipment where necessary	• All pupils with additional needs
Phase 2	As above, plus; • Discussion with parents (and pupil where appropriate) • Group interventions • School based assessments • Observation of individuals in the classroom	• Target Pupils • SEN register - SEN Support
Phase 3	As above, plus; • OCC SEN descriptors and full pupil profile if pupil is placed on the SEN register • 1:1 interventions, including those provided by a specialist external agency or professional. • Occasional assessment by external agencies may be considered to be appropriate. Parental permission is always sought.	• SEN register- SEN Support • SEN register - EHC Plan

Phase 1

This phase may be implemented for a maximum of one long term. A formal review by the class teacher and SEN Team determines the next course of action. Once the pupil has maintained sufficient progress for one long term, they are no longer a Target Pupil and the Target Pupil Profile is closed.

Phase 2

Should the cause for concern persist, or the pupil makes insufficient progress, the class teacher and SEN Team implement phase 2. Phase 2 provision for Target Pupils is intended as a 'short, sharp' intervention to accelerate progress; we aim to have closed the gap, or at least seen evidence that this is happening for the pupil, within one long term. We then revert to Phase 1 provision.

Where accelerated progress is not achieved following Phase 2 provision, we assess whether the pupil meets the criteria to be placed on the SEN register at School Support (refer to section 3b).

Phase 3

When a pupil is placed on the SEN register, a full Pupil Profile (refer to section 5b) is produced by the class teacher and SEN Team. Pupils who are on the SEN register may receive provision from all Phases. If this is ineffective for a pupil at SEN Support, we would consider their eligibility for an EHC assessment, in line with the guidelines set out in the CoP. Where the pupil is not eligible for an EHC assessment, we may be able to make an application for Additional Funding.

The impact of our provision at each phase is closely monitored by the class teacher, as part of the Assess, Plan, Do, Review process. Adjustments may be made to a pupil's provision at any point between the official review dates (refer to section 5), and upon receipt of advice from external agencies/professionals. If major changes are considered, the pupil and their parents are fully involved.

Section 5 – Managing the needs of pupils with SEN

a) Types of support

Additional provision is predominantly delivered by either the class teacher, teaching assistant or our Emotional Literacy Support Assistant (ELSA). Occasionally, specialist interventions are delivered by relevant professionals from external agencies.

We make every possible effort to meet children's needs within the classroom and through adaptations made to the normal lessons. However, there may be times when it is appropriate and beneficial to deliver targeted learning outside of the classroom. Small group and one to one interventions may take place within the classroom, or in one of our designated learning rooms. We generally avoid withdrawing children from their classes for interventions during their normal literacy and numeracy lessons. Only in exceptional circumstances will a child be withdrawn from Collective Worship.

5b) Pupil Profiles

i) Target Pupil Profile (Appendix 1)

This document records the nature of the pupil's difficulties and sets out the additional provision that will be put in place. At Phase 1 this is done by the class teacher, who is responsible for monitoring and adjusting the provision as appropriate. At Phase 2 the SEN Team will have greater involvement in the assessment and identification of particular needs

and planning appropriate provision. This document is formally reviewed by the class teacher, SEN Team and headteacher at least once every long term.

ii) Pupil Profile (Appendix1)

- This document is held for each pupil who is on the SEN register. The class teacher is initially responsible for producing it after the primary need has been identified using the OCC SEN descriptors. The SEN Team advises on provision to meet the primary need and any further secondary needs, and monitors effectiveness of learning. The primary need of each pupil on the SEN register is determined using the guidelines set out in the document *Oxfordshire Guidance for Special Educational Needs (SEN) Support*, Oxfordshire County Council, (September 2020) often referred to as descriptors.

At the end of the intervention period, the class teacher evaluates the impact of all provision. The Pupil Profile is then reviewed by the SENCo and a meeting is held with parents and class teachers towards the end of each long term to discuss outcomes, including pupil voice.

5c) Provision mapping

The SENCo maintains the school's Provision Map – a document which is used to track and evaluate interventions and individual support that is received by pupils with SEN across the school. The document is used to inform future provision.

Section 6 – Criteria for exiting the SEN register

Where we have sufficient evidence to prove that a pupil on the SEN register: has made accelerated progress; is working at national age-related expectations; can have their needs met through Phase1 provision, the SENCo, in consultation with the Class Teacher and Headteacher, may decide to remove a pupil from the SEN register. We refer again to the OCC descriptors to ensure that these support our decision and inform parents or carers.

Upon exiting the SEN register, the pupil is monitored through our regular Pupil Progress Meetings.

Section 7 – Supporting Pupils and Families

The school promotes an open and honest approach in its communication with the families of all of our children and supports parents/carers as much as possible. We have access to a variety of support groups and independent organisations offering advice on SEND.

We have worked with SENDIASS (SEND Information, Advice and Support Service), formerly Parent Partnership, and can advise parents/carers of ways in which to make contact with them if requested.

Section 8 – Supporting Pupils at school with medical conditions

At Shellingford CE (A) Primary School, we recognise that pupils with medical conditions must be properly supported so that they have full access to education, including school trips and physical education (P.E). The school works collaboratively with the pupils' health and/or care provider to ensure a consistent approach.

Section 9 – Monitoring and evaluation of SEND

The SENCo and Assistant SENCo work with the Headteacher and SEN Governor to monitor SEN provision across the school. Observations are carried out in classrooms and of SEN interventions at regular intervals throughout the year.

The SENCo reports to the Governing Body three times and meets with the school's SEN Governor at least once every year. Questionnaires are carried out with all parents of pupils on the SEN register and SEN pupils regarding their learning experiences at the school. The outcome of this highlights any areas for development.

The SENCo contributes to the school's Raising Achievement Plan (RAP) with objectives relating to SEN performance. Achievement of these objectives is the responsibility of the SENCo and is monitored by the Headteacher.

Section 10 – Training and resources

The SENCo or Assistant SENCo receives information from the Inclusion Briefings for our locality three times per year. The school has membership of Oxfordshire School Improvement Team (OXSiT).

The SENCo is responsible for ensuring that all teaching and support staff remain up to date with information regarding the effective teaching and learning of children with SEN. The training needs of all staff are monitored, and training is delivered in response to the needs of the children in our school. We will sometimes draw on the expertise of specialists for training on specific areas of SEN.

Targets relating to SEN are incorporated into both Teacher and Teaching Assistant appraisals as appropriate.

We receive a notional budget for SEN. At Shellingford CE (A) Primary School, this is managed by the Headteacher.

Section 11 – Reviewing the policy

This policy will be reviewed annually.

Section 12 – Accessibility

Refer to the Accessibility Plan for information on access arrangements.

Section 13 – Dealing with complaints

Refer to the school's Complaints Procedure Guidance

Section 14 – Bullying

Refer to Anti-Bullying Policy

Date written: September 2025

Review Date: September 2026

Policy Agreed by the Governing Body on 11th September 2025

Signed **Chair of Governing Body**

Signed **Headteacher**

Appendix 1

Pupil Profile	
Year	
SEN Support	
Agencies involved (+ report dates)	
This is me:	
What I like about me:	
What people like and admire about me:	
By the end of year 6, I want to:	
This term I want to:	
When I am an adult, I want:	

My teachers need to know that:
I
What works: At all times English Maths

Pupil Profile Review Document:	
Date: March 22	People present:
Parents/carer's views	Pupil's view
Signed: _____ Date: _____	Signed: _____ Date: _____
• Additional information • Strategies that work • Areas of success • Specific resources (to be carried forward into next term's Profile)	Any other agreed actions:
SENCO view:	
Or	
[] discussed at review meeting	
Signed: _____	Date: _____

Target Pupil Profile

Name:	Year:	Start date:	Teacher: Ph1: Ph2: Ph3:
☐ Target Pupil ☐ EAL ☐ Medical	Ph1: Ph2: Ph3:	End date:	Instigated by:

Strengths (date each entry):

Initial needs/Cause for concern:

Phase 1 (Enter the term and the year)

Details of ADDITIONAL adjustments/equipment to address needs/concerns:

Outcome:

☐ Go to Phase 2	☐ Needs met	Date:
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Phase 2 (Enter the term and the year)

☐ Discuss with parent (date)	☐ Observation done (date)
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Further Assessments:

Provision:

Outcome:

☐ Needs met	☐ Go to Phase 1	☐ Go to Phase 3	Date:
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Phase 3 (Enter the term and the year)

☐ Descriptors complete
☐ External agency required

☐ SEN register	☐ Other action agreed (detail below)	Date:
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Other Action (Enter the term and the year)

Plan:

Outcomes:

Agreed by:

To be reviewed on: