

SEND POLICY

RUPERT HOUSE SCHOOL



SEND POLICY

Policy Owner: SENCo

Management Committee responsible: Senior Management Team

Governor Oversight: Education Committee

Approval: Education Committee

Last review date: May 2023

Next review/approval date: May 2024

SEND POLICY

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice January 2015

Statutory Framework for the Early Years April 2017

Equality Act 2010

Children and Families Act 2014

Special educational needs and disability code of practice: 0-25 years states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's budget.

SEND POLICY

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Head and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

They also have strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The SENCO is also the Designated Teacher for Looked After Children and will have strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEND co-ordinator: Mrs Emma Brown
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01491 574 263

SEND POLICY

The name and contact details of the Designated Teacher for Looked After Children

Mrs Emma Brown

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01491 574 263

SEN INFORMATION REPORT

The kinds of Special Educational Needs which are provided for in our school:

What kinds of SEND do pupils have in our school?

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision and believe in the neurodiversity of the individual. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Anxiety
- Developmental Coordination Disorder (Dyspraxia)
- Visual Impairment
- Hearing Impairment
- Dyscalculia
- Cerebral Palsy
- Sensory Modulation Difficulties
- ADHD

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's SEN educational provision. Thereafter we are aware of the process of applying for additional funding through an Education, Health and Care Plan (EHCP) if the pupil's and the school's needs make that a necessity. After discussion, parents may also be asked to fund additional 1:1 support lessons with the SENCO or SEN TA.

As an independent school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in an alternative setting. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with parents and other specialists.

SEN INFORMATION REPORT

- **Our school's policies for identifying pupils with SEND and assessing their needs**
- **Our school's arrangements for assessing and reviewing pupil's progress towards outcomes**
- **Our approach to teaching pupils with SEND**
- **How adaptations are made to the curriculum and learning environment of pupils with SEND**
- **How our school evaluates the effectiveness of its provision for pupils with SEND**

How do you know if a pupil needs extra help?

How do you check and review the progress of my child and how will I be involved?

How do teachers help pupils with SEND?

How will the curriculum be matched to my child's needs?

How do you evaluate provision?

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions is the first stage to support.

All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- All vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively

- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

First Steps of Identification and Assessment

Children's needs should be identified and met as early as possible through the continual cycle of Assess, Plan, Do and Review:

- the analysis of data including entry profiles, EYFS data and other whole school pupil progress assessment data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time by use of media such as PUMA, PIRA, CAT results etc.
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- informal assessment of each pupils current skills and levels of attainment on entry, if necessary, building on information from previous settings and Key Stages
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of best practice or 'quality first teaching'
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual in class support/individual withdrawal with TA, SEN TA or SENCO
- bilingual support/access to materials in translation
- further differentiation of resources,
- homework club
- support and achievement plan meetings
- regular contact with parents

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher meetings with the SENCO
- informal feedback from all staff
- pupil interviews when setting new support and achievement plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring support and achievement plans and support and achievement plan targets, evaluating the impact of support and achievement plans on pupils' progress.
- Keeping records of the effectiveness of interventions
- regular meetings about pupils' progress between the SENCO and the head teacher
- Head's report to governors

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- Pupils with EAL appear on ISAMS but are not offered additional SEN support unless needed.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a some (but not all) of the pupils on the SEN list will require additional, individual 1:1 lessons with the SENCO or SEN TA. This will only be provided after close consultation with staff, parents and pupil (where appropriate) to ensure their underlying special educational need is being addressed. After an initial 6 free sessions, the cost for these lessons needs to be covered by the parent. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to support and achievement plans, which we recognise are no longer prescribed in the SEN Code of Practice 2015, is as follows:
 - Our support and achievement plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of

development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

- Our support and achievement plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be 'more literacy' or 'more maths'.
- Our support and achievement plans will be accessible to all those involved in their implementation – pupils should have an understanding and 'ownership of the targets'.
- Our support and achievement plans will be based on informed assessment and will include the input of outside agencies, where necessary.
- Our support and achievement plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our support and achievement plans will be time-limited – and at review, there will be an agreed 'next steps'.
- Our support and achievement plans will have a maximum of four short/medium term SMART targets set for or by the pupil.
- Our support and achievement plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period (outcomes).
- Targets for an support and achievement plan will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion with parents/carers and wherever possible, pupil
 - Discussion with another professional-where appropriate
 - Our support and achievement plans will be reviewed biannually by class teachers in consultation with the SENCO.

Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for An Education Health and Care Plan (EHCP) and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support at an earlier stage.

Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the school's budget, those receiving 1:1 paid support and those with Education Health and Care Plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 2 and Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that support and achievement plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision

map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).

- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- take on the role of the Ethnic Minority Achievement Coordinator, where necessary in the following ways:
 - maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
 - maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
 - advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
 - working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
 - managing other classroom staff involved in supporting ethnic/linguistic minorities
 - overseeing the initial and on-going assessment records on all children with EAL
 - liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress
 - meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
 - evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds
 - overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
 - contributing to the in-service training of staff
 - supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
 - advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
 - advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
 - attending training as appropriate
 - liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities
 - liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Support and Achievement Plan to address a special educational need (this would include pupils with EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely 'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies. (SEN Code of Practice 2015)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- Half termly evaluation of whether pupils with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)
- continuous dialogue between staff, parents and pupils
- termly review of targets on their SAP

SEN INFORMATION REPORT

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

What social before and after school and other activities are available for pupils with SEND?

How can my child find out about these activities?

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extracurricular activities)
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. This is supported further through the school's well-being programme.
- Pupils are taught to reflect on their achievement and understanding.
- a large range of hobby/interest clubs are available at Rupert House School. They are open to all pupils, including pupils with SEND.
- we also run coursework/revision sessions for Y6 pupils as and when required
- The extracurricular timetable is available on the school website

SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

What support will there be for my child's overall well-being?

At Rupert House School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. The form tutor takes on this role and ensures that there is effective communication between staff and parents. The children also have access to Winnie Talk Time with trained Mental Health First Aiders.

SEN INFORMATION REPORT

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

What training have the staff supporting pupils with SEND had or are having?

At Rupert House School, our Special Educational Needs Coordinator is a qualified teacher. She has the appropriate qualifications such as National Award for Special Educational Needs Co-ordinator and/or OCR (Oxford Cambridge and RSA) Level 5 Teaching Learners with Specific Learning Difficulties and OCR Level 7 Diploma in Assessing and Teaching Learners with Specific Learning difficulties.

- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

SEN INFORMATION REPORT

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

What happens if my child needs specialist equipment or other facilities?

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, the parents/carers will be expected to fund this. Additional funding may be available as part of an EHC Plan.
- The School will advise parents/carers on where to buy/hire specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SEN INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

How will my child and I be involved in his/her own learning and decisions made about his/her education?

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning through discussion of targets and completion of an All About Me sheet.
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their support and achievement plan.

SEN INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting pupil special educational needs and supporting their families**

What specialist services and expertise are available at, or accessed by, the school?

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - Local Community Support Service (LCSS)
 - Early help and Team Around The Family (TAF)
 - CAMHS
 - Educational Psychologists
 - Oxfordshire Sensory Impairment team
 - Local NHS services
 - Early Years SEN support service
 - Multi-agency safeguarding hub
 - Occupational Therapists
 - Speech and Language therapists
 - Physiotherapists
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

SEN INFORMATION REPORT

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

How will the school prepare and support my child when joining your school or transferring to a new school?

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise
- Parents are encouraged to meet with the Head to discuss the best possible next school for their child
- Parents are encouraged to visit the next school and to attend coffee mornings and talk with Head teachers of schools in the area

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need if the school feels that it can meet their needs with

reasonable adjustment. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

SEN INFORMATION REPORT

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Who can I contact if I have a complaint?

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by Head. In the case of an unresolved complaint the issue should be taken through the Complaints procedure (see separate Complaints Policy)

SEN INFORMATION REPORT

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Assessment and Team Around Family and Multi-Agency Safeguarding Hub)

Who should I contact to find out about support for parents and families of children with SEND?

Links with Other Services

Information and support can also be found at the following:

Information for parents about SEN and disability:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/educationand-learning/special-educational-needs-and-disability-local-offer/support-children-516-years-special-educational-needs/support-services-send/support-learning>

Help for children, young people and their families across Oxfordshire:

<http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/>

Occupational Therapists: [Children's occupational therapy - Oxford Health NHS Foundation Trust](#)

Speech and Language Therapy:

https://www.oxfordhealth.nhs.uk/service_description/speech-and-language-therapyoxfordshire/

Physiotherapy:

<https://www.oxfordhealth.nhs.uk/childrens-community-physiotherapy/>

SENSS Communication and Interaction Support Service:

Speech, Language and Communication Needs
Autism Spectrum Conditions

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=Da0zitxQ0M>

The British Dyslexia Association: <http://www.bdadyslexia.org.uk/>

The Dyspraxia Foundation:

<http://www.dyspraxiafoundation.org.uk/>

The National Autistic Society: <http://www.autism.org.uk/>

Dyscalculia: [Dyscalculia and maths difficulties - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Counsellor

Samantha Macdonald

Email: samanthamac13@gmail.com

Tel : 07730 705555

See Oxfordshire's Local Offer website link below for contact details in relation to Education Health and Care Plans:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/educationand-learning/special-educational-needs-and-disability-local-offer/support-children-516-years-special-educational-needs/education-health-and-care-plans-and-assessments>

SEN INFORMATION REPORT

- **Information on where the local authority's local offer is published.**

Where can I find out about other services that might be available for our family and my child?

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

Inclusion of pupils with English as an additional languageDefinition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English

The following provision can be expected:

- assessment of EAL children in Early Years using early learning goals to record stage of language acquisition
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

However, at the present time we do not have any children who are in local authority care. Should we need the provision, the responsibility of these children will fall to the SENCO.

These responsibilities include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making

Inclusion of pupils who are very able and/or talented

See 'Whole School Policy (including EYFS) on the Education of Children who are Able, Gifted or Talented.'

This policy will be reviewed annually by the SENCO, Head and governing body and was last reviewed in May 2023.