



Curzon CE Combined School

SEN POLICY (based on SEN Code of Practice Sep 2014)

SENCO Mrs H Steere

SEN Governor: Dr R McDouall

Overall in charge of the management of SEN provision: Mrs J Payne (Headteacher)

AIMS

Curzon CofE Combined School wishes to see every child fulfilling their potential and grow like the mustard seed (Matthew 13 verses 31-32). Pupils come to the school with a variety of needs which the school will assess and aim to meet. By recognising those needs and differentiating our resources and practice, we aim to provide an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all learners with disabilities have special educational needs and not all learners with SEN meet the definition of disability but this policy covers all of these learners.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all pupils progress to the best of their ability.
- To ensure as far as possible that learners with special educational needs and disabilities are able to join in with all the activities of the school.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and successfully involve outside agencies where appropriate.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the school's Inclusion Policy.
- To provide support, advice and training for all staff working with special educational needs pupils.

Learning, Sharing and Growing under God

IDENTIFICATION

Types of SEN

At Curzon, we always look at the needs of the whole child and not just focus on their SEN. SEN is divided into 4 broad areas so that the school can identify the best course of action to support each child.

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia.
- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lacking in concentration.
- **Physical and/or Sensory Needs** - this includes children with sensory, multisensory and physical difficulties, hearing and visual impairments etc

There are other factors that are not classed as SEN which may impact on children's progress, such as:

Behavioural difficulties

Unstable home environment

Medical conditions

Poor/erratic attendance and punctuality

Health, welfare or safeguarding concerns

EAL (English as an additional language)

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

Mental health issues

Missing periods of school due to lockdown.

Where these factors impact on progress, we will endeavour to put in place support for the child e.g. our family worker may provide pastoral care to children and their families.

Curzon's graduated approach to SEN support.

We know that all children benefit from high quality teaching where every teacher assesses, plans and teaches all children at the level which allows them to make best progress. At Curzon, we have high expectations of all our children.

Any pupils who are falling significantly outside of the range of expected academic achievement or not making expected progress are monitored. The SLT and SENCO carefully review the progress of all children each half term with class teachers and teaching assistants. In these progress meetings they draw up action plans and discuss teaching strategies to support any child who is at risk of under achieving. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The SENCO and SLT give advice about strategies and may observe/assess the child. The class teacher shares these strategies and approaches with the other teachers who work with the child. We will inform parents and encourage them to share information and knowledge. We will also talk to the child about how they feel about their learning and what steps we can take to help them.

At this stage the child is being closely monitored but this does not automatically place the child on the school's SEN register. Outside agencies are also usually not involved at this point.

The decision to make special educational needs provision is based on assessment information from a range of sources (frequent formative and summative assessments, progress data and

records, national data comparisons) The SLT, SENCO, class teacher, parents and child will all be involved in the decision to add the child to the school's SEN register. At this stage, outside agencies are not usually involved.

For higher levels of need the school draws on outside agencies, such as Education Psychologist, Speech and Language and Occupational Therapists, Physiotherapists, Pupil Referral Unit, Specialist Teaching Service, School Nurse, Buckinghamshire Safeguarding Team, CAMHS (Child and Adolescent Mental Health Services) and Specialist Support Teacher.

Managing pupils' needs on the SEN register

Once the child is on the SEN register, SEN support will take the form of a four-part cycle through which we will revisit, refine and revise earlier decisions and actions as we gain a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. This is known as the graduated approach.

i Assess

The class teacher and SENCO will carry out a deeper analysis of the child's needs. This will be based on assessments, observations of the child, and discussions in half termly progress meetings. It will also be drawn from the child's own views and the views of their parents. If relevant, this may include advice from external agencies. The SENCO and SLT will review the assessments half termly and amend the provision as appropriate.

ii Plan

The class teacher, with support from the SENCO, will draw up a plan with the child and the parents to support the child. The plan will include SMART targets (small steps, measurable, achievable, realistic, time limited), and ways of supporting the child at home. It will be shared with all members of staff who work with the child. There is a section on the plan where parents and children are asked to record specific actions they will do to achieve the targets. Both parents and children sign the SEN plan so that it forms a 'contract.'

iii Do

When carrying out the plan, we will keep checking the provision and make adjustments accordingly. We see the plan as a working document which can be annotated and amended if needs be. At Curzon, we provide most support within the classroom. On occasions when the child is working out of the classroom in a small group, (e.g. phonics catch up, small group targeted maths support) the class teacher will retain responsibility for the child's progress.

iv Review

The class teacher will formally review the progress of children on the SEN register at least every term. This review meeting will include the parents and child. Parents will be given clear information about the impact of the support and intervention provided and invited to review progress against the agreed targets. The class teacher, with the support of the SENCO where necessary, will revise the support in light of the child's progress and development, deciding on any changes in consultation with the parents. The parents and children will decide how they will achieve certain targets and sign the document.

Some pupils may require only temporary interventions to address learning difficulties. When such difficulties are overcome, we will take the pupil off the special needs register but will continue to closely monitor his/her progress.

Education, Health and Care Plans (EHC)

If children do not make adequate progress, in spite of high quality, targeted support and provision, it may be appropriate to make an application to the Local Authority (LA) for an assessment for an EHC Plan. □

An EHC Plan may be requested, for example;

- A child has a disability which is complex or lifelong and means that they are likely to always need a high level of additional support in order to access the curriculum and to learn effectively.
- The child's achievements are so far below their peers that he/she may at some point, benefit from special school provision.

It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for a Statutory Assessment for an EHC Plan.

In the case of a Looked after child (LAC), the Local Authority should process the application more quickly.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will inform parents, the child and the school, together with any health or social care professionals who are involved with the family. The LA will record the child's strengths, their hopes and aspirations as well as the barriers they face and any concerns they have. Parents' and pupils' views will be sought.

Then, the LA will produce the EHC Plan which will record these views and set out outcomes and provision for the child.

When a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The SENCO is usually responsible for organising and chairing all Annual Review meetings in line with LA guidelines.

High Needs Block Funding

Some children may not require an EHC plan but still need high support for a short amount of time (e.g. two years). If appropriate, the school may apply to the local authority for High Needs Block Funding to cover additional needs. Such funding is at the discretion of the local authority. Parents' and pupils' views will be sought.

Supporting pupils and families

Buckinghamshire's local offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care.

Buckinghamshire's Local Offer is available to view here:

www.bucksfamilyinfo.org

Please follow the links on this website to find the contact details of agencies that support pupils and families.

SEN Information Report

For frequently asked questions and answers about Curzon's SEN, please view our school website:

<https://www.curzonschool.co.uk/wp/statutory-documents>

Admissions Arrangements

One of the categories of the school's admissions policy, gives priority to children who may have particular physical, social or emotional needs, if it can be shown that the school's specific SEN provision would have a beneficial effect on these children. The school has wheelchair access to most facilities.

Prior to admission, parents/carers and children visit the school to discuss their child's integration into school. Our current Admissions form requests that parents or carers state any special needs that their child has.

For full details of our admissions policy, please view our website

<https://www.curzonschool.co.uk/wp/admissions>

Accessing tests

The SENCO is responsible for ensuring that SEN children are able to access exams and assessments for e.g. a child who struggles with reading may be allocated an adult to read to them during Maths and Science tests. If a child's needs mean that they are unable to access standardised tests, then the SENCO will liaise with the class teacher and/or external agencies to assess pupils' eligibility for access arrangements.

Transition

The SENCO and class teacher meet with SENCOs from nurseries, Year 2 (for Year 3 admissions) and secondary schools where needed. We also run a programme of transition support which helps prepare SEN and other vulnerable children for secondary school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEN Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found on our website.

Monitoring and evaluating SEN

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

- monitoring of classroom practice by the SMT and SENCO;
- analysis of pupil data to show progression;
- monitoring of procedures and practice by the SEN Governor;
- School Self-Evaluation document;
- Local Authority support and OFSTED inspection arrangements;
- meetings of parents and staff, both formal and informal;
- pupil voice at SEN review meetings.

SEN professional development of staff

The SENCO attends regular in-service training sessions held by the LA, ODBST and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET for professional development. In addition, the SENCO facilitates training and holds internal INSET for teaching staff and teaching assistants. Topics could include:

- the role of the TA
- guided reading
- synthetic phonic work
- assessment and monitoring
- individual training sessions on children's IEPs
- pre-teaching in Maths
- basic skills

Occupational Therapists visit termly and provide support for SENCO and/or training for staff.

Roles and Responsibilities

The Local Authority's role is to:

- make assessments and write clear and thorough statements in accordance with the SEN code of practice, setting out the child's educational and non educational needs, the objectives to be secured and the provision to be made,
- oversee annual review of EHC pupils and the updating and monitoring of targets.
- attend transition reviews (Year 5) of EHC pupils.

The Governors' and Staff Roles

The success of the school's SEN policy will be judged against the objectives set out above. The Curriculum Committee will annually review the policy and the SEN Governor will review the effectiveness of the provision and report back to the Governing Body.

The designated SEN Governor will keep an overview of the SEN provision being made by meeting with the SENCO each term. The Governing Body, in conjunction with the Headteacher, has responsibility for the school's general policy and approach to provision for SEN children including the allocation of resources. The Governing Body will review and approve the SEN Information Report annually.

The Headteacher is the designated responsible person in overall charge of the management of SEN provision and its resourcing. The Headteacher works closely with the SENCO.

The SENCO or Special Educational Needs Co-ordinator, is responsible

- for the day to day implementation of the provision.
- liaising with and advising colleagues;
- co-ordinating the provision for children with SEN;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing SEN support;
- maintaining the SEN Register;
- overseeing the records of pupils with SEN;
- liaising with parents and carers of children with SEN;
- dealing with SEN administration;
- liaising with and co-ordinating external agencies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- overseeing the teaching assistants in their support of SEN pupils;
- contributing to the In-service training of staff with regards to SEN.

All teachers have a responsibility towards the children with SEN in the classes they teach by;

- planning and delivering high quality teaching that is differentiated;
- collecting and gathering information through observations, discussions with children and parents and assessments;
- attending INSET and training sessions.

Class teachers have responsibility for:

- liaising with parents and carers as well as external agencies, TAs, other support staff and colleagues, where necessary;
- collecting and gathering information through observations, discussions with children and parents and assessments;
- implementing the Assess, Plan, Do, Review cycle;
- using SEN support plans and EHC plans to inform their teaching;

- evaluating progress of SEN pupils.

Teaching assistants/support staff who are directly involved with a child or group of children will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child. Regular support and monitoring will be provided by the SENCO and SMT.

All staff can be contacted in a variety of ways, such as: after school on the playground, via parent mail, telephone or a note in the Homework diary. During school closure, staff can be contacted via the homework email account. homework@curzonschool.com

Storing and managing information

Documents relating to pupils on the SEN register will be stored with their pupil file in a locked fire proof cabinet in the school office. SEN records will be passed onto the next school when the pupil leaves Curzon. Class teachers retain copies of current SEN support plans in line with the school's GDPR policy. SEN support plans are saved on the school's cloud.

Accessibility Plan

Curzon Combined School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment within the constraints of our setting that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time and within the constraints of our setting, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities. This plan is reviewed annually.

Current Provision

Our policy is to include disabled children in the curriculum as much as possible, through differentiation and support. The school has worked hard to be as accessible as possible, with full disabled access from the front and the rear of the building (where there is a ramp in place) allowing access to the two levels. There are double/wide doors on the outside of each classroom and the hall allowing wheelchair access. The school has disabled toilets.

The school has recently purchased pupil laptops which enable children to access ICT from their classrooms without having to negotiate stairs to the ICT room.

The school supports pupils who have disabilities other than physical. Examples include using technology to support children with recording their learning. Visual timetables and coloured overlays are used to make written information more accessible. The school works closely with families and support services to find the best ways to support each individual child.

Should any individual encounter any difficulties with our provision, we would actively seek to support them.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- Full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our aims and equality policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- We provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Ensuring smooth transition to school from nursery. Multiple visits to pre-school and meetings with family to ascertain needs of pupil.
- Examples of increasing curriculum access include provision of laptops for pupils to record their work with, staff use of microphones.
- Working closely with parents and outside providers to ensure that disabled pupils can participate in clubs and school trips fully.
- Time for SENCo and staff to liaise with outside agencies
- Training for staff who are supporting a disabled pupil. Training and awareness raising of disability issues for staff, governors, parents and pupils
- Developing use of remote learning so that disabled pupils can access learning from home/hospital where appropriate.
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Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school plans to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. E.g. Braille, Makaton, audio tapes.

Improving access to the physical environment of the school

To continue to carry out and make recommendations according to need/priority each year.

Responsibility: Premises Committee, SEN Co-ordinator when appropriate

This includes improvements to the physical environment of the school and physical aids to access education.

- Personal evacuation plans in place for those who need additional support.
- Regular review of classrooms to ensure they meet the needs of the children e.g. space for wheel chairs if needed.

Feature	Description	Action	Person responsible	Timescale
Cloakroom	To make the cloakroom accessible to wheel chair users	Ease door force to 15 Newtons Lower handle to door to height of 800mm Provide small ramp the full width of the doors to recommended specification.	Head teacher and premises committee	When building works are considered in this area of the school
Hall	To make hall doors accessible to wheel chair users	Provide a fillet the full length of double doors to take up the height difference from finished floor and threshold. Lower door handles to recommended height for wheel chair use Have doors with thumb screws to aid fast evacuation	Head teacher and premises committee	When building works done to patio and curtain walling is replaced as part of 10 year premises plan.
Fire alarms	To make sure that those who have a hearing impairment know when the alarm is sounding.	Visual alarms	Head teacher and premises committee	When needed

Arrangements for Complaints

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCO. If this fails to provide a satisfactory answer, the issue should then be raised with the

Headteacher. If this fails to resolve the complaint, the school's Complaint policy should be consulted.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints policy
- Pupil confidentiality policy
- GDPR policy
- Inclusion policy
- Equality policy
- Use of Force & Restraint policy
- Gifted and Talented
- Managing Medical Conditions in School policy
- E Safety policy

This Special Educational Needs policy has been approved by the staff and governors of Curzon C of E Combined School. Parents and children have been consulted. The policy will be reviewed annually.

(October 2020)

CURZON CE COMBINED SCHOOL
SEN Support Plan

PUPIL NAME:

Year group:

DOB:

Term:

(ie 3.1 is Aut term Y3)

SEN CODE: Communication/Interaction Cognition & Learning Social, Emotional and Mental Health Sensory and Physical

(Highlight which area of need)

Long Term Outcome for provision eg for end of KS (SMART): <i>Either</i> <i>To reach national expectation for Year...</i> <i>Or by end of KS or</i> <i>To make good progress (cross a threshold)</i>	Strengths	Difficulties in learning related to IEP targets
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Tracking:

Levels	EYFS	End Y1	End Y2 (KS1)	End Y3	End Y4	End Y5	End Year Y6 (KS2)
Reading							
Writing							
Maths							

Traffic light good progress green, concerning progress red.

Timeline Involvement of Other agencies:

Date / Time Period	Detail of Involvement / Assessment outcomes	Type of External involvement eg STS, OT, SALT, EP

Success Criteria / Desired Outcome Target for area of focus	Provision/Resource	Staff/Pupil ratio	Staff	Length of time (weekly)	Review at end of each term (to be completed with the child/parent)

Child Contribution	Parent Contribution

Signatures

Date

Class teacher	Parent / Guardian / Carer
Pupil	SENCO

Copies to: SENCo / Class teacher / Other teachers who teach child / Main class teaching assistant / Other teaching assistants / Parents