July 2024

Fringford C.E Primary School Special Educational Needs and Disability (SEND) Information Report and Policy

1. Aims

This information report and policy sets out how our school will support and make provision for children with SEND. It also explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

SEND at Fringford

We recognise our duties under the Equality Act (2010) that we must not directly or indirectly discriminate against disabled children and families and we must make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage to their peers. We welcome the requirement that we must have full regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children. Please see our accessibility plan for further information.

Our objectives, in the first instance, are to provide high quality teaching that is adapted and personalised to meet the needs of the children and young people in our school. We will identify and overcome, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND, so that every child can experience success in their learning and will achieve their full potential. We will provide a broad, balanced curriculum that promotes positive outcomes in both academic subjects and in personal and social development. We will value and encourage the contribution of all children to the life of the school, and we aim to work in close partnership with parents and carers, acknowledging their importance and depth of knowledge about their child.
We place great emphasis upon building positive relationships with all stakeholders. We are a small school with a strong family focus and we aim to nurture supportive links with all members of our community. We aim to use these links to help us to identify additional learning needs as quickly as possible and then to work in partnership with parents to address those needs, so that even the most vulnerable children reach their potential. We recognise the significance of smooth transitions between settings and key stages and aim to involve parents as much as possible in order to ensure continuity of learning and minimise potential anxieties.

If parents are ever concerned about their child, they are encouraged to speak directly to the class teacher or to make an appointment to speak to the SENDCO. At Fringford, we operate an open door policy and welcome all parents to discuss issues freely.

2. Legislation and Guidance

Fringford C.E Primary School is an inclusive school. Safeguarding is of paramount importance to us and all our policies are developed with well-being as a central theme. Our school policies are interlinked and should be read alongside, and informed by, all other policies. In particular, the SEND policy is linked to accessibility, behaviour, anti-bullying, medical and curriculum policies.

Fringford C.E Primary School is part of the Bicester Learning in Partnership (BLiP) group. This SEND policy and Information Report has been written in accordance with the updated SEND Code of

Practice (2015), Part 3 of the Children and Families Act (2014), the Special Educational Needs and Disability Regulations 2014, the Equality Act (2010), the Mental Capacity Act Code of Practice (2005), Working together to Safeguard Children (2013) and Supporting Children with Medical Conditions (2014).

Information about the SEND Code of Practice (2015).

The Code of Practice (2001) was replaced by the Code of Practice (2014) to reflect the changes introduced by the Children and Families Act 2014. The Code of Practice (2014) was updated in January 2015. Below is a summary of the main changes in 2014 and 2015.

- The Code of Practice (2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children, young people and parents in decision-making.
- There is a stronger focus on high aspirations and on improving outcomes for young people.
- There is guidance on joint planning and commissioning of services to ensure close cooperation between education, health and social care. There is also guidance on the Local Offer of support for children and young people with SEN or disabilities.
- There is guidance for education and training settings on taking a graduated approach to identifying students with SEN (replacing the previous School Action and School Action Plus categorisation).
- Statements have been replaced by 0-25 Education, Health and Care plans (EHC Plans) which can be used to support children with complex needs.
- There is a greater focus on support for successful transition to adulthood.
- There is guidance on supporting children and young people with SEN who are in youth custody.

The updated documentation can be found here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

3. Defining SEND

The Code of Practice (2015) states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Educational provision means education or training that is additional to, or different from, that made generally for other children or young people of the same age by mainstream settings.

Disability is defined under the Equality Act (2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on [a person's] ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more', and 'substantial' is defined as 'more than minor or trivial'.

It is recognised that not all children with disabilities have SEN but that there can be a significant overlap between the two.

4. Roles and responsibilities at Fringford

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Be responsible for the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Class teachers will:

- Be responsible for the progress and development of every pupil in their class. This includes having high expectations for all pupils, planning an adaptive curriculum that meets the needs of all pupils, assessing individual starting points and monitoring progress towards individual targets, communicating with the SENDCO if they have any concerns about lack of progress and communicating with parents to ensure they are fully informed about their child's strengths and learning needs.

- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. This includes notifying the SENDCO if there is a need for additional staff training to meet individual needs.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

5. SEND INFORMATION REPORT

Fringford C.E. Primary School is a small mainstream school which currently provides for children with a range of special educational needs and disabilities including those with:

- Communication and interaction needs; this includes speech and language difficulties and autistic spectrum conditions (ASC)
- Cognition and Learning needs; this includes children who have generalised difficulties with learning and also specific learning difficulties like dyslexia, dyspraxia and dyscalculia (SPLD)
- Social, Emotional and Mental Health needs
- Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

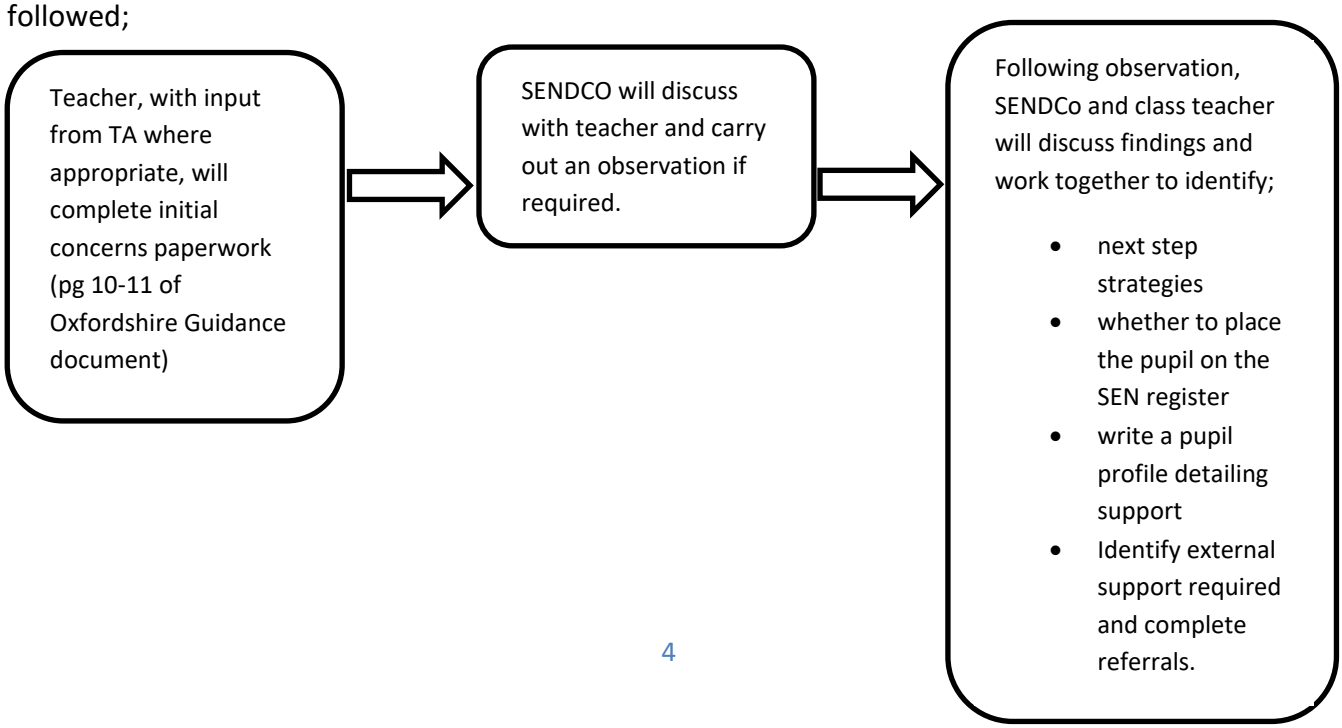
Identifying children at SEND (SEND Support)

At Fringford, the progress of **every** child is systematically monitored. Where children are identified as not making progress against age related expectations, a cause for concern is raised with the Headteacher and SENDCO and a plan of action is agreed. This will usually involve additional adaptation within usual classroom arrangements and/or a time-limited intervention programme may be implemented in order to close gaps in learning. Cause for concern might be indicated by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or exceed the child's previous rate of progress
- Does not close the attainment gap between child and peers
- Widens the attainment gap

We us the Oxfordshire SEND handbook, the Ordinarily Available Toolkit and Inclusive Support Series to provide guidance in identifying a child's additional needs and support they may benefit from.

When a teacher notices that a child is experiencing difficulties, the following procedures will be followed;



Once the above has been followed, a pupil profile will be created in consultation with parents/carers. This will identify:

- A child's strengths
- Barriers to learning
- Strategies to be implemented to promote learning
- Specific interventions that might help to close gaps
- A maximum of 4 targets which are Specific, Measurable, Achievable, Relevant and Time-Bound
- How parents can support learning at home

The profile will be reviewed throughout the year, in October, March and June/July alongside parents. If appropriate, the child will attend these review meetings. Otherwise, the voice of the child will be recorded through discussion at home or during the school day. We recognise that it is vital that children have an understanding of their own learning needs and that they are aware of next steps in their learning. The profile will provide staff with a working document that makes the child's learning needs clear and enables everyone to be properly informed about targets and strategies.

Moving to an EHCP (Education, Health and Care Plan)

If children do not make progress, in spite of high quality, targeted SEND support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- There are a number of professionals involved with the child and it is important to formalise a shared vision for the child

Children who are SEND and able to be included in mainstream schools, are not often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their wishes and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting and state the desired outcomes.

Teaching, Learning and Assessment

We will follow the graduated approach and the four-part cycle of assess, plan, do and review.

We believe that all children learn best within the normal classroom environment, alongside their peers. Our aim is for all children to be working together, engaging in 'hard work, they can do'. This means setting appropriate learning challenges for all children, stretching them to reach the next steps, and supporting them to do so. All children are entitled to Quality First Teaching from highly qualified adults. Teachers and Teaching Assistants will work together to ensure that they understand the learning needs of ALL children. Wherever possible, children will be supported within the classroom and will follow the class timetable. However, there will inevitably be times when a specific intervention needs to be carried out for an individual or a small group of children. In this case, the intervention might occur

outside the classroom, at a time when the rest of the class are engaged in other activities. Even so, we will endeavour to ensure that ALL children have access to the broad, balanced curriculum and that children with SEND do not miss out on important spiritual, creative or sporting opportunities.

Adaptations to the Teaching and Learning Environment

Please refer to our Accessibility Plan which you can find at
https://fringford.oxon.sch.uk/information/school-policies/

All our classrooms are fully inclusive. We recognise that good teaching for children with SEND is good teaching for ALL children and we aim to teach in such a way that everyone can participate. Teachers and Teaching Assistants use the Oxfordshire Ordinarily Available Toolkit and Inclusive Support Series to identify additional ways in which support can be implemented. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. Curriculum content and ideas can be simplified and made more accessible by using different grouping arrangements, different presentation styles, by using multi-sensory resources and audio-visual aids. We utilise additional members of staff to support children with SEND, to provide opportunities for over-learning, for pre-teaching key vocabulary or skills or to provide extra time for processing, reading instructions or scribing.

When allocating additional adult support to children, our focus is on identifying the best person for the job. This will sometimes be a Teaching Assistant who has been trained to deliver a high quality, focussed intervention. Even when a child is supported by a Teaching Assistant, we recognise the risk of 'learned helplessness' and we will work to ensure that children do not become overly dependent upon the additional adult. The class teacher will ensure that skills being learned in the classroom are consolidated and applied during the intervention. We believe it is crucial that:

- Interventions are planned for a specific time-limited period
- Progress towards targets is assessed formatively throughout the intervention period. Wherever possible, there will be a summative assessment at the beginning and at the end of an intervention, in order that progress can be measured.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in whole class environment.

The SENDCO will observe SEND children both within the classroom and, during specific interventions, to monitor and evaluate the effectiveness of strategies and resources.

Access to extra-curricular activities
All our children have full access to school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. Children will not be excluded from a trip because of SEND or medical needs.

Staff Expertise
All of our teachers at Fringford are very experienced. Thy are trained to adapt their teaching in order that all children can reach their potential. We encourage all staff to access continued professional development opportunities to enable them to support all children effectively. We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate; • Educational Psychology • SENSS, who support children with communication and language needs, sensory needs and physical needs • Child and Adolescent Mental Health Services (CAMHS) • School Health Nurse/Health Visitors • EY Speech and Language Therapy • School aged

Speech and Language Therapy • Occupational Therapy • Home School Link Worker • Early Intervention Hub • Children's Social Care.

The SENDCO is an experienced teacher who provides support and advice to other class teachers and seeks advice from specialist support outside school where appropriate.
The SENDCO can be contacted through the School Office by phone: 01869 277397 or email SENDCo@fringford.oxon.sch.uk

Our teaching assistants are trained to deliver interventions as well as to support small groups within classrooms. Some teaching assistants provide 1-1 support for learners who require a highly adapted curriculum or additional emotional support in order to access learning. Over the coming year, we plan to develop the ELSA (Emotional Literacy Support Assistant) role once again.

Our staff have received extensive training in supporting children with autism, with social, emotional and mental health needs and in trauma-informed approaches. Staff have completed Team-teach training to support behaviour management.

We have access to a range of specialist support services including:

How do we judge if SEND provision is effective?
The progress of all children is tracked throughout the school on both a formative and summative basis and compared with expected norms. Teaching staff then discuss any concerns in Pupil Progress meetings with the Headteacher and SENDCO. SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring quality of Pupil Profiles, observations of Intervention groups and Learning Walks specific to SEND.

Children with SEND are assessed by external advisors such as the Educational Psychologist, Advisory teachers and speech therapists using standardised assessments. These tests contribute a snapshot to the overall picture of the child's learning needs. Children with SEND have their progress reviewed regularly with parents using the pupil profiles. This helps us to decide if support has been effective and to define to next small steps.

Intervention programmes usually have before and after assessments that demonstrate progress and indicate how effective the programmes have been.

When children who require additional support are seen by a specialist, such as the Educational Psychologist, CAMHS or the Speech and Language Therapist, they will provide written reports highlighting successes and areas of further need.

The governing body receives an annual report. The Governor meets with the SENDCO throughout the year to discuss needs, interventions and progress.

SEND in the Early Years
The Early Years Foundation Stage (EYFS) Framework (2021) stresses the importance of early identification of barriers to learning. The children are observed and assessed rigorously and progress is reviewed with parents regularly. We use the Early Years Development Matters guidance to monitor development within age related expectations and we complete the EYFS profile at the end of Reception. We endeavour to act as quickly as possible when additional learning needs arise, aiming to close gaps before children enter year 1. It is important to recognise that a delay in learning and

development in the early years may not always indicate SEND, as children do develop at different rates, but where concerns persist, we will act promptly in consultation with parents/carers to access expert advice and support.

Assessing SEND for children with English as an Additional Language

We recognise that difficulties relating solely to learning English are not SEND. In such circumstances, we will observe all aspects of a child's development to assess whether any delay arises from SEN or disability, rather than being related to learning an additional language. We will support children to develop their home language and we recognise this as a strength to be nurtured and celebrated.

Children with social, emotional and mental health needs

Behaviour is not classified as a Special Educational Need but a set of skills that can be learned. We recognise behaviour as a form of communication. If a child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment and hold regular TAF (team around the family) meetings which identify desired outcomes and how these outcomes can best be achieved. This will result in involvement with the Locality and Community Support Service (LCSS) which is part of the Children's Social Care team at Oxfordshire County Council.

If parents and school are concerned that a child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialist. We are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If a child is felt to have long-term social, emotional or mental health needs, for example with anger management, we would suggest specific therapeutic interventions. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy. Reasonable adjustments are made to accommodate individual needs.

What do we do to support the wellbeing of children with SEND?

Emotional well-being is at the core of everything we do. We recognise that learning will only be optimised when children feel safe, secure and positive in their learning environment. We recognise the need to fully involve families and to celebrate achievement in its widest sense. This year we have introduced wellbeing ambassadors who support the development of the 5 Keys To Happiness, part of our Inside Out wellbeing programme.

All children have opportunities to share their views through the School Council. All children are involved in whole school assemblies during which we promote and celebrate our school values.

We consider the views of children with SEND through pupil voice forms that are filled in with the child or independently before a review meeting.

Transition Arrangements

We understand how difficult it can be for children and parents as they move into a new class or a new school. We make an action plan according to the individual needs of the child, to make transitions between classes/settings as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/school,
- Where appropriate opportunities to take photographs of key people and places in order to make a transition book.

- Provide additional time for children in small groups/individually to express their concerns and to address them.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools within Bicester.

What if I am unhappy with SEND provision?
We hope that you will be satisfied with our provision and would prefer to encourage open dialogue, in the first instance, with your child's teacher. Please also discuss any issues with the SENDCO or Head Teacher. Our complaints policy can be found on the school website.

If parents feel they would like more information, advice and support from a free, independent organisation, then they could contact SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service (previously Parent Partnership) on:

01865 810516

e-mail: sendiass@oxfordshire.gov.uk

Governors
It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND meets with the SENDCO at least termly to discuss actions taken by the school.

The 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. Oxfordshire's Local Offer is available from the website https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-anddisability-local-offer

Equal Opportunities/British Values

Fringford C.E Primary School is committed to providing equal opportunities for all. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. In line with our statutory duty, we will promote the values of democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

We recognise and accept our duty to prevent children and young people from being drawn into terrorism. All staff members complete Prevent training annually.

6. Monitoring

The policy and information report will be reviewed annually (or sooner in the event of revised legislation or guidance) by:

Policy reviewed: JULY 2024

NEXT REVIEW: JULY 2025