

The SEN policy was reviewed by the Governing Body on the 31st of January 2013, and is to be read in conjunction with the SEND Handbook, which was introduced to all staff in September 2013. Both are due for review towards the end of this calendar year.

1) Update on the new SEND system

The system for supporting children and young people with SEN and Disability (SEND) has changed. Since September 2014, all local authorities have to publish a local offer setting out what support is available to all children and young people with SEN and disability aged between 0-25.

The role of Inclusion Manager is strategic, while greater emphasis is placed on the duties of the class teacher in terms of SEND. You can read more about the role of the Inclusion Manager { **HYPERLINK**

"https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf" } (Paragraphs 5:30 and 5:31.)

Statements of special educational needs are gradually being replaced with **a single Education, Health and Care (EHC) plan** for children and young people with complex needs. The EHC plan places much more emphasis on personal goals and sets out the support the pupil will receive while they are in education. Under the new system, which has been designed to work better around a family's needs, authorities will offer a co-ordinated education health and care plan assessment and issue an EHC plan within 20 weeks where one is needed. Those with an EHC plan may also have the legal right to ask for a personal budget.

Local Authorities must provide independent information, advice and support for parents and children and young people with SEN and disabilities. This is called the { **HYPERLINK** "<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>" }. There is a link to this information on our school website.

Families can also now access new **Independent Supporters** to help with the EHC needs assessments, and transfer from statements to EHC plans. They have access to mediation services so that disagreements can be resolved locally. Families still have the right to go to the SEND Tribunal to resolve disputes if they want to do so, but must have a certificate from the Local Authority to show they have at least considered mediation first.

Support for those without EHC plans

For those with SEN or disabilities who do not need an EHC plan, there is now a single category of **SEN support**, which replaces School Action and School Action Plus. We work with the child's parents or carers to agree what support school will provide, and what this support will achieve, drawing in additional resources as needed, setting clear targets for progress, and tracking how it is working. We have developed a new Pupil Profile which sets out all the support and interventions in place for that child for that academic year.

2) Identifying pupils with SEND

Currently there are 45 children on the SEN Register, who have been identified as requiring additional support beyond Quality First teaching of the Universal Curriculum. This can be in the form of additional support to access the universal curriculum, or a personalised curriculum tailored to that child's specific needs.

Using the updated guidance from the 2014 Oxfordshire Moderation Handbook, additional assessment and analysis informs the reason behind inadequate progress, and the choice of intervention and additional and/or different provision. This may lead to the child being added to the 'SEN Register' which is a database in SIMS.

Good quality teaching is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Additional interventions are not a substitute for weak or ineffective practice.

Staff working directly with a learner with SEN have an enhanced level of expertise enabling them to adapt teaching and learning appropriately to secure improved outcomes.

Support is **planned and reviewed** by the class teacher and in collaboration with parents and the learner, at least three times a year.

A provision map is produced and evaluated annually, which outlines the small group interventions available for learners with SEN. Interventions are time limited, pre-formulated and are carefully matched to learners' needs so that they can be used by trained staff with minimal adaptation.

3) Progress made by pupils with SEND: Guidance from Ofsted's School Inspection Handbook

'Inspectors should evaluate progress based on the pupil's starting point at particular ages.'

Paragraphs 199-206 of Ofsted's current School Inspection Handbook set out how inspectors will assess the achievement of pupils with special educational needs (SEN) or disabilities. Paragraph 201 explains that inspectors should evaluate progress based on the pupil's starting point at particular ages, and the school's assessment measures.

Additionally, paragraph 198 says that with respect to pupils who are unlikely to rise above 'low' attainment:

Evaluations should not take account of their attainment compared with national benchmarks.

Attainment of pupils with SEN Against National Expectations (Summer 2014)

End of Key Stage 1

	Below 1c	1a+	2c
Reading	20%	80%	40%
Writing	20%	80%	20%
Maths			100%

End of Key Stage 2

	3c+	3b+	4c+	4b+	4a+	5c
Reading			100%	60%	60%	20%
Writing		100%	80%	20%	20%	20%
Maths	100%	80%	80%			

*100% = 5 pupils in both tables.

End of Key Stage 2 Data (2014-15 yet to be released: to be updated when it becomes available.)

During the termly monitoring of children's progress, learners' needs are reviewed and appropriate provision is planned and implemented. This may involve interventions such as withdrawal from class for short 1 to 1 sessions, additional support within the class and/or early involvement of the Educational Psychologist and/or other Outside Agencies, such as the Speech and Language Therapist, Play Therapist, Occupational Therapist or the Communication and Interaction service.

Provision for Literacy may include: Reading Recovery, Adapted Phonics, Toe-by-Toe, Nessler, Word Shark and other Wave 3 Literacy interventions such as Precision Teaching and Beat Dyslexia.

Provision for Maths may include Numicon, Every Child Counts, Number Shark and other Wave 3 Maths interventions.

The new tracking system makes it much easier to drill down into children's gaps in understanding and quickly identify barriers to learning. This then enables teachers to plan lessons and interventions that enable accelerated learning to take place.

4) Funding

SEN Funding	NB:- this is not shown as a separate figure anymore, it is included in the Funded figure.
Payroll costs (TAs only)	£150,106.55
Equipment/Resources	£336.82
Stationery for SENCO	£137.70
Provision map writer	£798.00
EP costs 14/15	£1053.50
Provision Map Writer Training (JO, LP, LN, SB)	£495.00
Whole staff training (INSET)	£250.00
DAIS once a term two hour session	£630.00
Behaviour Support Subscription	£320.83

5) Staff development

SEND Training for staff began on the first INSET day of the year, when our Inclusion Consultant and I co-delivered training on the new Code of Practice, and new processes for identifying SEND, as well as the increased emphasis placed on the delivery of 'Quality First Teaching.'

As well as this, there has been the training delivered in partnership with OTSA (Oxfordshire Teaching Schools Alliance) which has proven to be a cost effective way to train staff using the expertise we have within our partnership. The session we delivered on 'Nurture Provision' also generated a small income to the school. The sessions were well attended by both teachers and TAs, and ranged from supporting pupils with Speech and Language difficulties, Autism/ ASD, to delivering individualised interventions to help children with literacy and numeracy difficulties and learning about child development. We have developed excellent working relationships with both Northern House and Swalcliffe Park Special Schools, who have both hosted training for members of our staff.

My teaching commitment this year was intended to be 3 days per week for Terms 1 and 2 only, but with the class teacher deciding not to return after her maternity leave, this ended up being a longer than anticipated move to Year 2.

Fortunately, the new SEN legislation places greater responsibility upon the class teachers in terms of SEND provision, enabling me to divide my time between the two roles without too much conflict.

Next year, I will be splitting my time equally between teaching reading while training to become a Reading Recovery Teacher (0.5 FTE) and 0.5 FTE managing inclusion. There is a grant attached to the Reading Recovery Training, which has brought £12,600 into the school budget, plus £1000 to spend on new books, as well as obtaining free training (normally £2,895.)

Next year, I will be studying to achieve the second third of my Masters Degree, having completed both the National SENCO Award and an additional Post Graduate Certificate in Vulnerable Learners and Inclusion this year.

6) Work with external agencies

There are close and effective links with a wide variety of agencies to support parents/carers and the school in addressing children's needs. From September 2014, we have purchased support from the EP directly via 'Bicester Learning Partnership', rather than through the Local Authority. We have also bought in support from the Dyslexia Advice and Intervention Service (DAIS) together with the Local Authority Inclusion Consultancy Foundation Package, which provides support and advice, this year, mainly around the introduction of the new SEND legislation and way of working.

Agencies we work with include:

Educational Psychology (EP), Occupational Therapist (OT), Speech and Language Therapist (SALT), Language and Communication Advisory Teacher (LACAT), Physiotherapist (PT) Communication and Interaction Service, Early Years SEN Inclusion Team, Oxfordshire Hospital School, Northern House Outreach, CAMHS/PCAMHS (Child and Adolescent Mental Health Services), School Health Nurse, Health Visitors, Children's Social Care (Safeguarding and Child Protection), Banbury Early Intervention Hub, Home-School Link Worker, Community Paediatrics, Play Therapy, Dance and Movement Therapy, Thames Valley Police, Multi Agency Safeguarding Hub (MASH), Butterfly Meadows Children's Centre.

The impact of each outside agency is closely monitored, and its success is recorded within the individual child's profiles.

Further information as to the success of each intervention is available within the school's evaluated provision map. All interventions are evidence based so that improvements can be measured.

This year has seen many changes within the implementation of SEND. Staff have embraced the new framework, and are working effectively and confidently within it to ensure all our pupils receive the best possible education. Our SEN Governor (Claire Swan) has met regularly with me to offer support and keep up to date with the changing SEND landscape. It has been a pleasure to continue in this role this year, and to have been so well supported.