

**BOTLEY C of E PRIMARY SCHOOL**  
**SEND Policy**



This policy should be read in conjunction with: Single Equality Policy (pupils), Health & Safety, ARR, The Administration of Medicines, Teaching and Learning and Behaviour policies, The School Accessibility Plan and The SEND Information Report.

## **1. RATIONALE**

At Botley C of E (Controlled) Primary School we believe that children with disabilities or differences in learning should have access to the full curriculum and be educated in a manner that allows them to develop both academically and socially. This policy has been written following the current Code of Practice for Special Educational Needs (2015) which states that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

This could be for a variety of reasons such as a physical, sensory or emotional need, as well as learning differences.

The guiding principles of the Code of Practice, adhered to in this policy, are as follows:

- a child with special educational needs should have their needs met;
- the special educational needs of children will normally be met in mainstream schools or settings;
- the views of the child should be sought and taken into account;
- parents and carers have a vital role to play in supporting their child's education;
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

## **2. AIMS:**

- 2.1** To identify children experiencing problems as soon as possible in their school life.
- 2.2** To enable the right provision to be made for the children involved.
- 2.3** To ensure effective liaison takes place between the parents and school and, where necessary, outside agencies.

## **3. ARRANGEMENTS FOR CO-ORDINATING SEN:**

The Special Educational Needs Co-ordinator, (SENDCo), at Botley is named in Appendix 1 and she is responsible for the day to day operation of the SEN Policy.

### **3.1 The SENCO will:**

- i work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- ii. have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;

- iii. provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- iv. advise on the graduated approach to providing SEN support;
- v. advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- vi. be the point of contact for external agencies, especially the local authority and its support services;
- vii. liaise with potential next providers of education to ensure individual pupils and their parents are informed about options and a smooth transition is planned;
- viii. work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ix. ensure the school keeps the records of all pupils with SEN up to date.

**3.2 The SEND Governor will:**

- i. help to raise awareness of SEND issues at governing body meetings;
- ii. monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this;
- iii. work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

**4. ADMISSION ARRANGEMENTS:**

We welcome any child, regardless of their Special Educational Needs and Disability (SEND), whose parents wish for them to attend the school, within the constraints of the criteria set out in our admissions and accessibility policies, and the staffing and relevant resources which we have available to support that particular child. We subscribe to 'The Disability Discrimination Act in Schools'. (see Appendix 1)

**5. SPECIAL FACILITIES:**

We will ensure that access to the building and facilities is made available to children with SEN as appropriate (see the school's Accessibility Plan)

**6. ALLOCATION OF RESOURCES FOR CHILDREN WITH SEN:**

The priority for resources will be given to pupils with an EHCP, then to children as identified by the stages in the Hampshire Audit or the professional judgement of the SENDCO in conjunction with the Headteacher. After an EHCP, comes "SEN Support". The majority of the School's budget, which is allocated to SEN, is used for Learning Support Assistant hours and some money pays for the SENDCO release time.

**7. THE CURRICULUM**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The provision of high quality teaching is the baseline expectation for all pupils. It is always our first step in responding to the needs of pupils who have SEN and will be differentiated for individual pupils. We will also provide specific interventions where appropriate.

Pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. We make the following adaptations to ensure all pupils' needs are met:

- i. differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping together children at similar levels of learning, 1:1 work, adapting teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- ii. adapting our resources and staffing according to needs;
- iii. using recommended learning aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

## 8. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS:

The school follows the SEN Code of Practice 2015: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs, the four key actions are:

**Assess:** the class teacher and SENDCo should clearly analyse a pupil's needs when identifying a child as needing SEN support, using a range of appropriate assessment tools

**Plan:** parents must be notified whenever it is decided that a pupil is to be provided with SEN support. School will discuss a plan for support with parents at this point.

**Do:** the class teacher is responsible for working with the child daily. Where interventions involve group or 1:1 teaching away from the main teacher; he/she still retains responsibility for that pupil's learning

**Review:** the effectiveness of the support should be reviewed regularly and support adapted as a result.

High quality first teaching, differentiated for a pupil's individual needs, is the first step in responding to pupils who have or may have Special Educational Needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Botley School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement and those with Special Educational Needs. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the Special Educational Needs most frequently encountered.

Once a pupil has been identified as having SEN, they are placed on the school's SEN register and each pupil with SEND has a Pupil Passport. The Pupil Passport is discussed with the child and parents, and clearly outlines the child's strengths, areas for development, strategies for support and ways to encourage independence. Pupil Passports are set in October and reviewed termly.

The Class Teacher meets with parents at termly Parents Evenings to review their child's Pupil Passport. Parents are given ways to help their child at home so that they can support their development. LSAs also have access to each child's Pupil Passport so that they can also support them in the most effective way. Alongside their Pupil Passports, each child in the SEND register has a termly attainment target which is reviewed at SEN Pupil Performance Meetings with the SENDCo, class teacher and LSA.

When a child makes sufficient progress that they no longer require additional provision, they are removed from the school's register. The SENDCo keeps a record of all children who have previously been on the SEN register so that these children can be carefully monitored. Parents are consulted when their child has been removed from the register.

### Assessment

We feel it is important that children with SEN are identified as soon as possible in order to provide them with appropriate support. Summative assessments against Age Related

Expectations are used with all pupils to determine academic attainment. In addition to this, to aid assessment, a range of tests and screens can be used, including:

Reception	Infant DST (dyslexia screen), British Picture Vocabulary Scale, York Reading Assessment, Language Links.
Years 1-6	Junior DST (dyslexia screen), York Reading Test, Parallel Spelling Test, Sandwell Maths Assessment, British Picture Vocabulary Scale, Language Links, Strengths and Difficulties questionnaires, Testbase, SATS compulsory (2 and 6);

Children are also compared to the Hampshire Audit criteria at Years 1, 3 and 5.

The SENDCO may decide to use other assessments with children in order to gain further information regarding the nature of their needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but it will highlight where additional support would be beneficial.

At Botley C of E Primary School, we recognise that children may have additional needs which are not the same as Special Educational Needs but may nevertheless impact on progress and attainment. These include the following:

-Disability (the Code of Practice outlines the 'reasonable adjustment' duty of all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Receiving Pupil Premium grant
- Being a 'Looked After Child'
- Being a child of a Serviceman/woman

Additional Needs provision is managed by the SENDCo.

## **9. CRITERIA USED TO EVALUATE THE SUCCESS OF THE SEN POLICY:**

The school's Senior Management Team, including the Governors, can assess the SEN Policy to see that school provision ensures that:

**9.1** each child's area of need is identified at an early stage

**9.2** each child has made progress, i.e. have met the targets set in the specified time

**9.3** resources have been used effectively by teachers, support staff and parents

**9.4** children with an EHCP have been effectively integrated throughout the school

**9.5** the effectiveness of the SENCO's role is continually evaluated

**9.6** training opportunities are given to the SENCO, teachers and support staff

**9.7** the effectiveness of the organisation of support staff is continually evaluated

**9.8** the parents of children with EHCPs are being invited to attend annual review meetings with the Class Teacher, and also a mid-year and/or transition meeting

**9.9** outside support services and agencies have advised the SENCO and Staff.

## **10. SEND INSET:**

Regular meetings between the SENDCO and support staff take place to provide the opportunity to share strategies and review the use of resources and support. In addition to this, staff meeting time is allocated to SEN issues, based on specific areas of training needs identified. Support Staff may receive training from whole Staff INSET provision or may work on INSET of a focussed SEN nature. External training is available for the SENCO and Support Staff, as far as budget constraints allow and the School Development Plan dictates.

**11. SUPPORT SERVICES:**

Termly support is received from the Educational Psychology service. The SENCO plans how the time allocated by this service to the school can best be used and prioritises where necessary. Support is available from Specialist Teacher Advisers, according to the needs of the children in school. The Ethnic Minority Achievement/ Travellers Support Team support the school's work with children for whom English is a second language. There is continuous contact with the school nurse, Locality Team and Children's Services. The Headteacher and SENCO have joint responsibility for liaison.

**12. PARTNERSHIP WITH PARENTS AND PUPILS:**

Parents are informed about their child's SEN at the point when needs are registered, by way of a face to face discussion with the class teacher, and SENDCo if appropriate. They are given the opportunity to discuss strategies for supporting their child's learning at school and at home. During termly Parents Evenings, parents of children at SEN Support on the Code of Practice are invited to meet with the Class Teacher and SENCO to discuss progress, strategies for helping at home and any worries they may have. Parents can also meet with the class teacher and SENDCo at other times during the term by making an appointment. There is also the opportunity for parents to borrow SEN resources for use with their child at home. This is in line with the Code of Practice.

Parents are informed when their child is removed from the school's SEN register through a face to face discussion, and they are given clear reasons as to why their child has been removed from the register and how they will be supported in the future.

**13. TRANSITION:**

The SENDCO meets with a member of the SEN department at Deer Park School each Summer Term to discuss information relating to the children moving to Deer Park the following September. As Deer Park is our main receiving school, members of the Year 6 Team also liaise with Deer Park staff during the Summer Term. The SENDCo will also contact the SENDCo at any other receiving Secondary School. All records and copies of Pupil Passports are sent to the next school for any child leaving Botley School

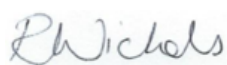
**14. COMPLAINTS**

If any complaints should arise about the Special Needs Provision in the school, parents should firstly speak to the Headteacher and, if they still require further assistance, to the governors. A governor is nominated to represent the special needs provision in our school. They are named in Appendix A

Persons responsible: Mrs Kate Roberts (SENDCo) and Mrs Sam Churcher (Governor)

The content of this Policy has been fully reviewed and agreed by the School's Governing Body.

**Signed:**



*Chair of the Whole Governing Body*

**Date:** 12.03.25

**Review Date:** March 2027

Review Date	Changes made in addition to review and renewal date changes	Changes
25.2.25	No	8. Assessments – removed STARS and replaced with Testbase, added Junior DEST Screen

## APPENDIX A

*Hampshire County Council*  
EDUCATION

### **THE DISABILITY DISCRIMINATION ACT IN SCHOOLS**

As a major part of Equal Opportunities legislation the Disability Discrimination Act (1999) in schools means that it is unlawful to discriminate against a disabled person for a reason connected

with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make "reasonable adjustments" to recruitment practices, to policies and procedures and to buildings to ensure that they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must also provide auxiliary aids, eg information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by another reasonable means. From 2004 steps have been taken to remove physical barriers to education in all schools.

This school is fully committed to the above statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school.

Named SENCO: Mrs Kate Roberts  
SEN Governor: Mrs Sam Churcher