

	<p><b>Policy name:</b> Inclusion policy</p>		<p><b>Date adopted:</b>  By whom: Standards/performance committee</p>
<p><b>Date for review:</b> November 2021</p>	<p><b>Applicable to:</b> Whole school community</p>	<p><b>Staff member responsible:</b> Emma Merry</p>	<p><b>Governor committee responsible:</b> SEND</p>

***At Middle Barton School we believe that education should be equitable and inclusive. This policy acknowledges our commitment to recognising pupils as individuals and aims to ensure that provision for all our pupils is effective, ambitious and supports pupils' academic, social and emotional development.***

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# **A- SCHOOL ARRANGEMENTS**

## **1. Definitions and Aims**

### **Definitions:**

#### **SEND – Special Educational Needs and Disabilities**

*The Code of Practice (2014) states that:*

A pupil has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools (Children and Families Act 2014).

The Equality Act 2010 identifies the fact that many children and young people who have SEND may have a disability and schools must make reasonable adjustments to ensure that they are not at a substantial disadvantage compared to their peers. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs. This policy should be read in conjunction with the Access Plan, SEND Information Report, Anti-Bullying Policy and the Medical Conditions Policy.

#### **Disadvantaged and Vulnerable Pupils**

A pupil can be defined as disadvantaged if they are:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

This follows the changes announced in the Department for Education's statement of intent of July 2015. Pupils who are vulnerable may or may not also be disadvantaged pupils, but the school recognises that there are issues surrounding the pupil and family that may impact on their wellbeing or learning.

#### **Pupils with English as an Additional Language (EAL)**

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

For pupils with EAL at Middle Barton School, steps are taken to ensure they can access the curriculum. Visuals and models are used consistently throughout the school to support understanding and spoken language. Drawers and resources are visually labelled to allow the children to develop connections between both spoken and written English.

Strategies used to support learning include:

- ensuring that vocabulary work covers the technical as well as the everyday meanings

- covering not just key words, but also metaphors and idioms
- explaining how spoken and written English have different usages for different purposes
- providing a range of reading materials, to exemplify the different ways in which English is used
- giving appropriate opportunities for talking, and using talking to support writing
- encouraging pupils to relate one language to another
- labelling the classroom clearly
- using visual cues

## **Aims**

At Middle Barton School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents, but that, at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging. All staff at Middle Barton School share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs.

Middle Barton Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote holistic development including individual confidence and a positive attitude towards self and others
- to ensure that all pupils, whatever their special educational needs, or background receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give disadvantaged pupils and pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers and pupils in planning and supporting at all stages of their development
- to work collaboratively with external professionals who can further support our pupils' needs
- for all staff to be ambitious for all of our pupils with a shared understanding that every child is entitled to first class, high quality teaching.

## **2. Roles and Responsibilities**

Provision for pupils with SEND, disadvantaged pupils and pupils recognised as gifted and/or talented is a matter for the school as a whole. Staff, including the Head teacher, teachers, SENDCo and teaching assistants champion these pupils.

It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that SEND needs may present differently in a variety of learning or social situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

**Class teachers** are responsible for:

- all pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- ensuring their practice is as inclusive as possible for all pupils in their class
- monitoring the impact of intervention programmes provided for SEND pupils in their class
- making themselves aware of the school's SEND Policy, SEND Handbook and procedures for identification, monitoring and supporting pupils with SEND
- meeting with parents of pupils with SEND to review progress at least three times a year, as well as informally as necessary
- ensuring that resources funded by pupil premium grants are used effectively to support disadvantaged learners

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs and disadvantaged pupils
- keeping the governing body informed about SEND and issues regarding disadvantaged pupils
- working closely with the Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- the deployment of all special educational needs personnel within the school
- the overall notional SEND budget, Pupil Premium Funding and other resources to meet pupils' needs effectively
- the overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy, Pupil Premium Strategy and the effects of other relevant policies on the school as a whole.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- advising on the graduated approach (assess – plan – do – review) to providing SEND support
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the deployment of the school's notional SEND budget and other resources to meet pupils' needs effectively
- helping staff to identify pupils with special educational needs
- supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- ensuring that teachers are liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with early years providers, other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all pupils are up to date
- monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc

- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 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.

### **Teaching Assistants**

- should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and the effective inclusion of pupils with SEND.

### **Midday supervisors**

- are given any necessary information relating to the supervision of SEND and disadvantaged /vulnerable pupils at lunchtime.

### **Pupils**

- Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of review meetings. Pupils on the SEND register and pupils who receive a pupil premium grant complete a One Page Profile which details their views on how they like to be supported and their strengths.

### **Parents' and Carers' Role**

- All parents and carers of children with special educational needs are treated as partners. Parents will be consulted about strategies, provision and interventions implemented by the school. SEND Pupil Profiles and targets will be shared with parents at least three times a year and their views on progress will be recorded at review meetings.

### **Governors**

The **governing body** in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

**Governors** must ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010
- parents are notified if the school decides to make SEND provision for their pupil
- they are fully informed about SEND issues, so that they can play a major part in school self-review

- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

With regard to pupils who receive Pupil Premium Funding, the Governing Body have a responsibility to oversee the provision for these pupils, which includes receiving the Annual Pupil Premium Report (now known as the Pupil Premium strategy document) and then receiving updates on achievement and progress of PP pupils at Standards/performance governor meetings and at FGB.

### **3. Co-ordinating and Managing Provision**

At Middle Barton Primary School:

- sharing of expertise is welcomed and encouraged
- Special Educational Needs and support for disadvantaged pupils is a part of the school development plan
- SEND and Pupil Premium are regular items on staff meeting agendas or the main item of a meeting
- the SENDCo meets regularly with the head teacher, class teachers and teaching assistants
- the SENDCo ensures that regular meetings are held, normally once a term (three times each year), to review progress and provision, and that parents and pupils are invited and their views are taken into account when arranging provision
- there is regular informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils receiving additional support are involved in discussions about their targets, provision and how they like to be supported
- the SENDCo ensures that the following information is easily accessible to staff:
  - the school's SEND policy
  - Inclusion Development Plan
  - Pupil records, profiles and class files
  - the SEND Handbook
  - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
  - The Oxfordshire SEND guidance for identifying and supporting SEND.

With regard to disadvantaged pupils, The PP leader (at MBS, the headteacher) is responsible for:

- Monitoring/evaluating/effective spending of pupils by scrutinising individual action plans and liaising with all class teachers about this provision

- Ensuring accountability of PP by including targets where appropriate
- Tracking the data of PP groups in November, March and June, then adjusting provision in light of current data
- Liaising regularly with the PP governor to ensure effective attainment/progress of the PP cohort
- Embarking upon and ensuring key staff embark upon relevant training to ensure effective provision of PP pupils
- Using any recommendations from the Review of Pupil Premium (November 2015) to ensure greater attainment/progress of PP pupils
- Using the monitoring schedule to analyse the effectiveness of Pupil Premium spending, such as the Peer Review project
- Creating the PP strategy document and ensuring this is publicised on the school website
- Ensuring PP is continually high profile and given high priority in the school by having PP as an item on every staff meeting, TA meeting and SLT meeting agenda

#### **4. Admission Arrangements**

Middle Barton Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHC Plan the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **5. Specialisms and Special Facilities**

At Middle Barton Primary School:

- Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage independence within a safe and caring environment
- we have access to the expertise of River Learning Trust, county and other agencies if it is required
- the school has been adapted to provide easy access for wheelchairs, and there are disabled toilet and washing areas in our lower school building
- we have an Access Plan to minimise barriers to physical and curriculum access and access to information
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.

## **B- IDENTIFICATION AND ASSESSMENT AND PROVISION**

### **1. Allocation of Resources**

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the notional SEND budget (the SEND Index) that is designed to fund the additional support required
- additional specific funds that may be allocated to pupils with an EHC Plan or those who are granted additional funding

The Headteacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education, Health and Care Plan or SEN Support Plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Middle Barton Primary School follows LA guidance, (updated 2014) to ensure that all pupils' needs are appropriately met.

All Schools in Oxfordshire receive funding for pupils who are eligible for pupil premium funding. This is currently £1345 per eligible pupil. It is the Head teacher's responsibility to ensure that this money is spent effectively in order to improve outcomes for these pupils.

## **2. Identification, Assessment and Review**

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two levels of provision of SEND: SEND support and an Education, Health and Care Plan (EHC Plan).

The school holds a register for each group of children: SEND and PP. SEND pupil files with information about the identification, assessment and provision for each pupil are stored securely. In addition to this, each class has a file containing relevant documents, assessments and reports for pupils who receive extra support or provision, but who have not been identified as having an SEND, so they can be tracked and monitored closely. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire Guidance plus a range of other assessment information and observations are used to decide whether the pupil needs SEND provision.

### **Identification and Support for pupils with SEND: Assess, Plan, Do, Review**

**Assess:** This involves discussions between the class teacher/key staff and SENDCo and parents. We may observe the pupil to identify and analyse the pupil's needs, as well as collecting a range of data, work samples and meet with parents. We use the Oxfordshire SEN Support Handbook descriptors to identify needs and other materials as relevant. Assessments from outside agencies may be requested, with parents/carers' consent. For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN support. They will be placed on the school's SEN register which is monitored centrally by the local authority.

**Plan:** We hold meetings with parents/carers, colleagues and any specialists who may be involved and plan provision for the pupil. An 'outcomes' based Pupil Profile is created and the pupil will also complete a One Page Pupil Profile, detailing their strengths, areas for development and ways in which they would like to be supported. We identify interventions or support that will help the pupil, which are detailed on their termly target and review sheet. Class provision maps are created and updated each



term, detailing all interventions so that we are able to monitor the impact and ensure the strategies and support we provide are effective.

**Do:** We implement the provision and monitor it. It is the class teachers' responsibility to monitor this provision, which is overseen by the SENDCo / Headteacher. There are a variety of different intervention programmes as well as varying levels of support that we can offer to pupils to support their needs.

**Review:** The class teacher and SENDCo liaise regularly with the member of staff/professional delivering the intervention. We discuss how successful the intervention has been and the impact on the child. We may look at data, the pupils work, and talk with the pupil and class teacher and parents. We then evaluate the impact of the provision. We meet with the pupil's parents/carers along with the pupil and together review the success of the support. We may then alter the provision, if necessary. We aim for pupils to make good progress, where possible, in the curriculum for their age, however, most pupils on the SEND register are not able to access their age related curriculum and are therefore tracked along an ability appropriate curriculum in order to show and detail accurate progress. Pupils' academic and personal growth are of the utmost importance at Middle Barton School.

### Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical. Oxfordshire subdivides these into eight categories of need (as set out in the Oxfordshire Guidance):

Code of Practice needs	Categories
Communication and interaction needs	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
SEMH	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical	<p>Some children require special educational provision because they have a disability or difficulty which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>
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## Levels of Provision

### SEND Support

If a pupil has not made sufficient progress with quality first teaching, or their needs are not being met through quality first teaching and it is deemed that they need SEND support, a process of assessment, planning and review is set in place (Assess – Plan – Do – Review). Plus, outside agencies may be involved. This could be one of a range of LA or Health Services professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service. Parents are encouraged to attend reviews and to play a full part throughout the process.

### Education, Health and Care Plan

Only a very small proportion of pupils require an **EHC Plan**. These pupils are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment the needs of the pupil are assessed by a panel, using detailed input from home, school and appropriate specialists. If an EHC Plan is given, it details the outcomes and amount of support to be put in place. The EHC Plan is reviewed annually by all involved in the pupil's support and amended according to changing needs. Within school, the class teacher, together with the SENDCo and any outside agencies involved, take lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHC Plan and the advice from outside agencies. The support is reviewed in line with the school review cycle.

Parents and pupils are encouraged to attend reviews and to play a full part throughout the process.

### Review

Formal reviews of SEND pupils are carried out three times per year. Parents and pupils should be fully involved. Both will be asked to make their comments in writing.

### Annual Reviews

For pupils with an EHC plan, an Annual Review Meeting has to be held. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. It may set new long-term outcomes. Annual Reviews are normally held during the school day and all relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

### **3. Curriculum Access and Inclusion**

Pupils are grouped in classes according to age. Staff provide a curriculum suitable for all the pupils, to ensure access at all levels lessons/teaching is adapted. Adapted learning is the variation in support, expectations and implementation of appropriate teaching strategies to support all pupils.

Any pupils with particular needs are included as fully as possible into the mainstream classroom environment and, where appropriate, the curriculum is adjusted, including for subjects such as PE. Sometimes it may be appropriate to withdraw a pupil sensitively or to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention programmes may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Interventions are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Additional 'guided practice' sessions are timetabled for teachers to work with pupils who require additional support or to develop pupils who we refer to as rapid graspers, including those who may be identified as gifted or talented.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

### **4. Evaluating Success**

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

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school's annual SEND report, which evaluates the success of our policy and sets new targets for development in the form of the Inclusion Action Plan
- the School Development Plan, which is used for monitoring provision in the school
- visits from Trust, LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan assess and review provision and celebrate success
- surveys of pupil views and school council input (pupil voice)

### **5. Arrangements for Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint parents are advised to contact the Head teacher.

## **C- PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **1. Partnership with Parents**

The staff at Middle Barton Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent review meetings will be held three times a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or SENDIASS.

The SENDIASS team give advice and support to parents of pupils with SEND at any age or stage. The contact information for the team is available through Oxfordshire's Local Offer, on our School SEND Information report and also via our school website.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

<https://www.middlebartonschool.org/send/>

### **2. The Voice of the Child**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

In Middle Barton Primary School, we encourage pupils to participate in their learning by:

- contributing to reviews, including SEN profiles and One page profiles
- setting personal targets
- talking to TAs and teachers about their learning
- teaching them about intrinsic value and the importance of both academic and personal development

### **3. Links with Other Agencies, Organisations and Support Services**

The school has access to a range of education, health and social services professionals available in Oxfordshire. This includes Occupational Therapists, Physiotherapists, Speech and Language Therapists and Communication advisory teachers. It also includes the Educational Psychology Service

and the Advisory Team for Inclusion. We are committed to using the expertise and advice provided by other professionals. Other health, social services, and voluntary organisations can be contacted as required, such as PCAHMS.

#### **4. Links with Other Schools and Transfer Arrangements**

##### **Transfer and links with other schools**

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with an EHC Plan, the pupil's statement is amended early in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, and the parents' views
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from secondary schools visit our school to meet pupils before transfer.
- Our SENDCo will offer to visit the receiving school with the parents and/or pupil

##### **Transfer within the school**

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- the Foundation Stage teachers liaise with pre-school settings and staff to discuss pupils with SEND when they are about to start school
- There is a EY – KS1 transition policy to ensure a successful transition between these phases

#### **5. Staff Development and Appraisal**

- the school ensures a new SENDCo would complete the National SENDCo qualification within the first three years of appointment
- the school is committed to constantly improving and updating expertise in SEND and support for disadvantaged pupils
- the SENDCo or Head teacher attends the partnership and Trust SENDCo support group's meeting and county briefings termly and any additional opportunities for training and collaborating that are relevant
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures in the school

