



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

Description of School

The Grange is a community primary school for 4 to 11 year olds in Banbury, Oxfordshire. We offer a progressive, creative, fun and dynamic curriculum that recognises and values each child as a unique individual. We fully believe that children thrive best in an environment where they are stimulated to think for themselves, and excited by the challenges that are presented to them, in a safe, collaborative manner. We work hard to provide an environment, in and out of school, in which children can fulfill their potential as learners and as people, helping our children to develop confidence and self-esteem and a love of lifelong learning. At The Grange we offer a wide variety of after school clubs and activities including dance, football, outdoor learning and choir.

Policy Formation

Staff and Governors have been involved in the compilation process of this policy.

Dissemination of Policy

Copies of this policy will be held by the Headteacher. A policy document file will be kept in the Headteacher's office.

Procedure for Monitoring and Evaluation

The policy will be monitored by the Leaders in Learning Team.

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

The Grange Community Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced educational and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

In Evaluating Educational Inclusion, OFSTED describes inclusion in the following statement: *“Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school”*.

An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

The Grange CP School is committed to inclusion. We aim to set suitable learning challenges, responding to our pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys.
- Minority ethnic groups.
- Learners who need support to learn English as an additional language (EAL).
- Learners with special educational needs and/or disabilities.
- Those who are gifted and talented pupils.
- Those who are looked after by the local authority.
- Those who have medical conditions.
- Disadvantaged or vulnerable pupils.
- Any learners who are at risk of disaffection and exclusion.
- Early Readers.

At The Grange we aim to meet the needs of all children including those with Special Educational Needs and Disabilities (SEND). This policy is based on the definition of special educational needs as stated in the SEN Code of Practice 2013.

“Children have Special Educational Needs if they have a *learning difficulty* that calls for special educational provision to be made for them.”

Children have a learning difficulty if they:

- “Have a significantly greater difficulty in learning than the majority of the children the same age”
- “Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in school.”

We will ensure that all pupils with SEND, whether physical, intellectual, social, emotional or behavioural receive appropriate, differential educational support. As with any aspect of our school curriculum, any support that our pupils receive will encompass and provide an opportunity to succeed within the five outcomes of ‘Every Child Matters’ (DfES 2004):

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic wellbeing
- Make a positive contribution

At any point in their school life a child may have Special Educational Needs. A child may only require slight changes in some of their educational provision. However, occasionally more intervention and support will be required to allow the child to reach their full potential.

A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is or will be taught.

OVERVIEW

The Inclusion Leader for the school is Miss Amelia Bramall.

The S.E.N.D and Inclusion Policy is in keeping with the aims and ethos of The Grange and its teaching and learning policy. We aim to maximise the potential of all children. It is the responsibility of staff to meet the needs of all children including the most able and least able in their classes. The governing body and staff will ensure that all children enjoy a broad and balanced education, which meets educational needs within a caring and supportive environment.

Many children require special educational provision at some time during their school lives. These children may have needs over an extended period or have short-term needs. These may be academic, emotional, social, physical or behavioral.

We believe that the most successful way to maximise the potential of all children is through the successful partnership of staff, parents, governors and support agencies.

ADMISSION ARRANGEMENTS

The Grange caters for the full ability range. Special Educational need is not a factor in the selection of children. The Local Education Authority can place a child with an Education Health Care Plan (EHCP) in the school if they feel this would be an appropriate placement.

Aims

At The Grange we believe that all children have the right to reach their full potential. We strive to be an inclusive school for all our pupils. We also believe that a happy and confident child is a better learner. We aim to promote positive learning for our children with SEND through:

- High quality first teaching which uses a range of teaching and learning strategies.
- Providing a broad and balanced curriculum.
- Identifying and addressing individual needs as quickly as possible.
- Ensuring all children feel a valued part of the school community.
- Providing a safe, supportive, inclusive learning environment.
- Setting appropriately challenging targets.
- Communicating children's needs appropriately throughout the school.
- Working together with parents/carers to support children throughout their development.
- Making effective use of all support services available to us.
- Implementing strategies to overcome barriers to learning and participation.
- Pre-teaching.

ROLES AND RESPONSIBILITIES

The Inclusion Leader is responsible for the operational management of the resourcing for special needs provision, to successfully support children with SEND and raise their level of achievement. In particular, the Inclusion Leader is responsible for:

- The day-to-day operation of the SEND/Inclusion Policy.
- The strategic development of the SEND/Inclusion policy and provision.
- Coordinating interventions and monitoring pupil progress of all groups within the school.
- Carrying out in-school assessments and observations in order to monitor progress and inclusion, and to oversee interventions for children with special educational needs.
- Keeping up to date with any changes in legislation and communicating this to staff, governors and parents.
- Ensuring that appropriate Provision Maps are in place.
- Overseeing the records of all children with special educational needs.
- Organising the annual reviews of children with EHC plans.
- Act as the link with parents.
- Act as the link with external agencies, cluster groups and other support agencies.
- Monitor, support and advise colleagues whilst contributing to their professional development.
- Monitor and evaluate the special educational needs provision, and report to the governing body.
- Manage teaching assistants and learning support assistants in their support of the pupils.
- Compile and maintain the SEND register.
- Manage resources to support pupils in their additional provision.
- Purchasing new resources within the SEND/EAL budget.
- Coordinating support and provision for children with English as an additional language

All Staff

Although the Inclusion Leader has specific duties, we believe that the provision for children with SEND is a whole school responsibility and so the Class Teachers and Teaching Assistants also play a major role. **All teachers** at The Grange recognise their responsibilities to provide effective inclusive learning opportunities by:

- i) Setting suitable learning challenges.
- ii) Responding to pupils' diverse needs.
- iii) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Appropriate and measurable targets are set for all children and performance data is carefully used to support judgement of pupil progress. It is within this whole-school context of teaching and learning that class teachers are largely responsible for the initial identification of children who may have special educational needs. They work closely with the Inclusion Leader to implement a graduated response to support children whose progress causes concern, and to produce appropriate Provision Maps with liaison with the Inclusion Leader.

The Governors in cooperation with the Head teacher

- Have regard to the SEN Code of Practice when carrying out their duties towards all pupils with SEND.
- Are responsible for determining the general policy and the approach to provision so the needs of the children with SEND are met.
- Establish appropriate staffing and funding arrangements.
- Nominate a Governor with responsibility for SEND.

The Governor with SEND responsibility at The Grange is:

- Sarah Preston

ACCESS TO THE CURRICULUM

All children are entitled to receive a broad and balanced curriculum that is personal to them. At The Grange we deliver personalised learning through quality first teaching. We use the Waves of Intervention for those children requiring additional support.

Wave 1 or First Quality Teaching

All children at The Grange are entitled to high quality first teaching at Wave 1. This is also described as universal provision. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are skilled at adapting their teaching to suit differences in learning.

Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson, carefully explain new vocabulary, use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning.

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Where a child has difficulties that cannot be met within the Wave 1 provision they can be given additional help and support at Waves 2 or 3.

Wave 2

These are additional interventions to enable children to work at age-related expectations or above. Interventions consist of small group work (occasionally 1:1) delivered by a teacher or teaching assistant. Children chosen for Wave 2 support are those who are slightly behind and can 'catch up'

with the rest of their age group. The school will make a decision as to whether a child could benefit from Wave 2 support.

The decision is based on how well a child is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties and who is unlikely to catch up with their age group through a Wave 2 intervention should be given an intervention at Wave 3. Wave 2 should not be seen as a stepping-stone to Wave 3 intervention.

Wave 3

Children with specific needs will be given highly personalised interventions.

Features of Wave 3 interventions are:

- Taught by a learning support assistant/teaching assistant/teacher in a 1:1 situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

Whilst it may be easier to deliver interventions outside of the classroom environment, care will be taken not to isolate the child from their peer groups.

Identification, Assessment and Review

Class teachers identify children with special educational needs in their classes – those who need extra support and those who need monitoring.

The needs of a child will be monitored and assessed through a variety of strategies available to us. These include:

- Class teacher's observation and monitoring.
- An expression of concern e.g. from parents, health authority, teachers.
- Records from previous schools or early years settings.
- Outcomes from Foundation Profile assessments.
- Slow progress against National Curriculum Levels/Expected progress.
- Standardised screening or assessment tools.

This will ensure that provision can be made promptly to implement correct intervention and support strategies. A register of children with SEND will be kept and updated termly by the Inclusion Leader. Support from outside agencies will be sought as early as possible if required. Once identified children will be given support depending on their need. This will be based upon the SEN Code of Practice Stages.

STAGED APPROACH TO ASSESSMENT

The Graduated Response

At The Grange we adopt a *graduated response* to meeting special educational needs, in line with the recommendations of the SEN Code of Practice (2013).

Such a response recognises that there is a continuum of needs and is based on two key principles:

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

At all levels of concern parents are consulted and informed about their child's progress.

If a child is identified as not making the expected progress within class, despite a differentiated curriculum that child may be included in a Wave 2 intervention. Wave 2 interventions are regarded as part of the school's usual differentiated curriculum.

Stage 0

Most children's needs will be met through first quality teaching (Wave 1) and appropriate differentiation within the class. Children who need to be monitored are at Stage 0 and have a Record of Concern on file.

This is shared with the Parents/Carers and reviewed on a termly basis.

SEND Support

For some children further action is necessary. Following identification, the child's needs are registered and information is gathered about the child. This includes a meeting with parents to gain further information, seek their views and inform them of the action to be taken. The Inclusion Leader is responsible for planning and monitoring the special educational provision in close liaison with the class teacher.

The child will be targeted for appropriate Wave 2 interventions that are additional and different to those provided as part of The Grange usual differentiated curriculum.

The Inclusion Leader will meet with each class teacher termly to plan provision and set targets for children with SEND.

A small group of children may need additional support. It therefore becomes necessary to involve external agencies. The head teacher (Ms Boswell) is consulted. The Inclusion Leader will take a leading role, working closely with the class teacher and external agencies to draw up specific learning targets and will be responsible for monitoring more personalised Wave 3 interventions and reviewing progress.

Educational Health Care Plan

If following these stages of assessment with regular reviews, a child's progress is not satisfactory; The

Grange may refer the pupil to the Local Educational Authority (LEA), with a view for formal assessments. Parents will always be consulted if the school feels that this course of action may be necessary. This will only be appropriate for the very smallest minority of children.

The LEA will gather from the school, and other professionals, the information necessary to assess the child's needs, including all evidence from targets set by the school to support progress. All the reports are subsequently submitted to the Area Panel who will make the decision on whether to proceed with formal assessment. If the Panel's decision is to proceed, parents will be asked for written consent and the school and other professionals involved with the child will be asked to complete reports. The panel will decide if an Educational Health Care Plan is required.

The Inclusion Leader will be responsible for the submission of all paperwork and evidence. If an Educational Health Care Plan is issued the Inclusion Leader will be responsible for coordinating interventions and organising submissions for the annual EHCP review.

Children with an EHCP must have an annual review. Miss Bramall, the Inclusion Leader, will set a date for the review. The Educational Psychologist is informed and will attend if the school feels this is necessary. The parents and other professionals involved with the child are invited. The relevant reports are sent to parents. A letter inviting them to attend the review meeting and inviting their comments on the child's progress and special educational needs accompanies this.

The meeting records:

1. Progress made on previous objectives.
2. Objectives for the coming year.
3. Action to meet these objectives.
4. Recommendations for amendments to the statement if necessary.

Provision Mapping

At The Grange we record, track and review interventions delivered within the school. We use data analysis to monitor the progress and provision of pupils on the SEND Register within The Grange.

This allows us to:

- Capture all the data on pupils with SEND in the Inclusion Register.
- Analyse and identify need across the whole school.
- Produce provision maps for whole school, year group or individual pupils.
- Show additional provision and interventions, precisely matched to needs.
- Record and store outcomes of specific interventions.
- Measure the impact of interventions in place and adapt provision accordingly.

The Inclusion Leader will map provision for children with SEND with the class teacher every term. Provision maps are also reviewed each term.

PROVISION ARRANGEMENTS

Children with special educational needs have access to a broad and balanced curriculum through

the National Curriculum. There are no modifications or disapplication of National Curriculum requirements.

Meeting special educational needs is the responsibility of all teachers. All staff working with a child are informed of the child's needs. All relevant information contained in Pupil Profiles, outside agency reports and EHCPs is made available to staff working with the child, including Teaching Assistants.

FOR CURRENT INTERVENTIONS AT WAVE 1, 2 AND WAVE3 SEE PROVISION MAPS

EVALUATION

Indicators of success:

1. Progress towards targets outlined in the Individual Provision Map for all children with SEND.
2. Children with EHCP provision to be helped to access the curriculum more successfully through the objectives set at the Annual Review in conjunction with improved Information and Communication Technology skills.
3. More children expected progress in English at KS1 and KS2.
4. Effective provision that narrows the gap and places children back on track to achieve expected progress.
5. A reduction in the number of children proceeding to higher stages of support.

STAFFING POLICIES & PARTNERSHIP WITH AGENCIES BEYOND THE SCHOOL

Resources

The local Education Authority allocates funds to the school for SEND. The Headteacher and governors review and subsidy the fund to resource special needs throughout the school.

All phases have a good allocation of Teaching assistants who support in class and provide additional support/intervention.

Nurture provision is provided for all children to access either through teacher or self-referral.

Staff attend meetings and report back to other members.

Teaching Assistants attend training courses when they are available and are trained regularly in school.

External Support services may be used to provide in-service training for staff.

- Development of social skills from educational psychologist.
- Support on targets
- Speech and Language Workshops.
- Behaviour Management Training Sessions

INTEGRATION

Pupils with special educational needs are fully integrated into the life of the school - class monitors, sport, school productions etc.

SUPPORT SERVICE

Support may be provided by the following:

Educational Psychologist
SENSS Communication and Interaction Team
Behaviour Support
CAMHS – Child and Adolescent Mental Health Service
Mental Health Service
Occupational Therapy Service
Physical and Sensory Support Service
Speech and Language Therapy Service
Home School Link Worker
Outreach

LINKS WITH PARENTS

- 1) Parental involvement is encouraged at all stages of school-based assessment and parents are invited to attend reviews at all stages.
- 2) Parents who have concerns about a child may contact the child's class teacher or Miss Bramall to discuss these.

LINKS WITH OTHER SCHOOLS

Miss Bramall, the Early Years Leader, liaises with pre-schools to ensure early identification of children who may have special needs.

Miss Bramall liaises with SEND staff of next phase secondary schools to discuss the children's needs and outline the provision provided at present. Miss Bramall also remains links with Secondary Feeder schools and the SEND Banbury Partnership.

The school seeks to ensure that children with special needs caused by being more able in a subject(s) area have their need met. More Able children should be identified by class teachers. Class teachers liaise with Subject Leaders, if necessary, to ensure that differentiation and extension work within class meets the needs of these children.

COMPLAINTS PROCEDURE


Any complaint or grievance should in the first instance be addressed to the Headteacher. When necessary, details of the complaints procedure are available from the school office.

Authority Addresses

Oxfordshire County Council
County Hall,
New Road,
Oxford,
OX1 1ND

Policy Updated: September 23

Miss Amelia Bramall: Inclusion Leader (SENDCO)

A rectangular box containing a handwritten signature in cursive script, which appears to read 'Amelia Bramall'.

Signed by:

Date: 28th September 2023