



## Cumnor CE Primary School

### SEN Policy and SEN Information Report October 2023

These pages set out information about our provision for children with special educational needs (SEN). They are updated annually. This document is also our school **SEN Policy**. Our Equality Opportunities Policy and Behaviour Policy can be found on the school website.

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## **A. About our school**

Cumnor CE Primary School is a mainstream school with up to 30 children in each year group (additional children may secure a place in KS2). It provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- 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

Cumnor CE Primary School recognises that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to:

- create a happy, educationally exciting and positive environment
- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success, fulfil their potential and become independent individuals
- identify, assess, record and regularly review pupils' special educational needs
- encourage parents/guardians to be involved in planning/supporting all stages of their child's development
- make effective use of support services

Our special educational needs and disability co-ordinator (SENDCo) is **Mrs Hannah Lawfull**. She works for 2.5 days a week as SENDCO and 1.5 days a week covering PPA time. She can be contacted on [sendco@cumnorschool.co.uk](mailto:sendco@cumnorschool.co.uk) or 01865 862337. Mrs Lawfull is based in the **Bay Tree Room** on the Key Stage 2 corridor. Our governor with responsibility for SEN is **Mrs Margo Mills**.

*(The roles and responsibilities of school staff and governors are detailed in appendix 1.)*

## **B. How do we identify and give extra help to children and young people with SEN?**

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

*(SEN Code of Practice 2015, para 1.24)*

'A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.'

*(SEN Code of Practice 2015, para xiv)*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the staff consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, and information from parents/carers. Cumnor C E Primary School used Oxfordshire County Council's guidance '**Identifying and supporting Special Educational Needs in Oxfordshire schools and settings**' to help identify and support children with SEN. A new version of this was released in September 2020.

Early Years Foundation Stage - Oxfordshire Guidance for Special Educational Needs (SEN) Support

[https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/early\\_years\\_SEN\\_guidance.docx](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/early_years_SEN_guidance.docx)

Oxfordshire Guidance for Special Educational Needs (SEN) Support (KS1 & KS2)

[https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools\\_SEN\\_guidance.docx](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.docx)

Cumnor has its own document '[Identifying and Supporting SEND at Cumnor](#)' (see appendix 3) which summarises the process outlined in the Oxfordshire document.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve parents and children in this.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may then involve other professionals from outside the school.

If a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015). Information about additional or different provision is recorded on a child's SEN Pupil Profile. A register of pupils with SEN is kept as a legal requirement, and we also keep a school list of children who we have some concerns about. These are updated termly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the [Medical Care Plan](#). School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). *(See the Supporting pupils with medical conditions policy.)*  
*(For allocation of resources in Oxfordshire Schools see appendix 2)*

## **C. How do we work with parents and children/young people?**

Cumnor School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. We will always contact parents if we have a concern that a child or young person may have a special educational need. Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- Seeking the opinions of the child and parents about the child's strengths, needs and how best to support them
- Termly review meetings either at parents evenings or specially arranged
- Additional meetings with parents/carers and class teacher and/or SENDCo if required
- Using home/school diary, scheduled phone calls etc. when necessary
- Pupils with Education, Health and Care Plans have an Annual review with the SENDCo.
- Where there is a concern that a child's family may need extra support an Early Help Assessment may be used and a Team Around the Family set up, in order to identify areas for change and engage support from other professionals.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/childrens-services/integrated-childrens-services/early-help-assessment>

*(Please also refer to the Child Protection Policy.)*

There will also be opportunities for parents and children to contribute to this annual SEN Report and our policies on Equality. This will be done by:

- School council or pupil focus groups
- Parent and young people's survey

## **D. Adapting the curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan which is on our school web site.

### **Supporting development of Literacy**

Interventions include Launch into Reading Success, FFT Reading, Direct Phonics, Precision Teaching, other tailored phonic interventions, Accelerad/accelerate and Writeaway Together. We also have a range of Reading Schemes tailored to phonic knowledge and/or reading age.

### **Supporting development of Language and Communication**

Interventions include Talkboost, NELI (Nuffield Early Language Intervention), Racing to English, Talkabout, Time to Talk, Listening and Thinking, Looking and Thinking, New Reading and Thinking. We also use a range of resources to support children visually including Pics for Pecs, visual timetables, visual vocabulary mats and pre-teaching of key vocabulary.

We also use the Oxford Health Speech Language and Communication team guidance on supporting these difficulties.

<https://www.oxfordhealth.nhs.uk/slt/>

### **Supporting development of Fine and Gross Motor Skills**

Interventions include Write from the Start, Ready Steady Write and Move to Learn, and we use the Occupational Therapy Education Referral Pack to identify strategies and activities to support physical and sensory needs.

<https://www.oxfordhealth.nhs.uk/wp-content/uploads/2011/03/CCOT-Education-Referral-Pack-August-2015.pdf>

We also use a variety of physical resources such as writing slopes, Move-n-sit cushions, pencil grips, and we support the development of typing skills for those who are always going to find writing difficult.

### **Supporting development of maths skills**

Interventions include Mastering Number (Yrs R, 1 & 2 class wide support, and used for specific children/groups in KS2), Numicon 'Breaking Barriers' (KS1) and Numicob 'Catch-up and Intervention (KS2), GAP maths, Collins 'Assisting Maths', RM Maths, Dyscalculia Toolkit and catch up programmes from the Numeracy Strategy. We also run other specific, short-term tailored interventions to address key number work.

### **Supporting development of Social and Emotional skills**

We run small nurture groups which may include lunch time clubs and craft groups, as well as interventions such as Talkabout and Socially Speaking. Individual support plans may be in place for those children who need it.

## **E. What expertise can we offer?**

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is identified and provided where needed. Staff meetings are arranged to respond to the particular needs of the school.

Our SENDCo has been supporting children with SEN since 1999, and has been a SENDCO since September 2007. She worked in a city school with high levels of need for four years, and also worked for Oxfordshire's Special Needs Advisory Support Team for 2 years. She has been SENDCO at Cumnor since September 2013.

Teaching assistants are trained to support the particular needs of the children they work with. Training needs are identified by review meetings with the Head teacher or through TA group meetings. TAs are encouraged to share expertise and seek support when needed.

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

- Educational Psychology (bought in)
- SENSS, who support children with communication and language (including ASD), sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (regular e-mail updates, three Inclusion Briefings a year, and access to advice)
- Therapy services (Speech and Language, Occupational, Physiotherapy)
- Locality and Community Support Service (LCSS)
- Early Help Team
- Children's Social Care

Parents are consulted and permission sought before involving outside agencies in the assessment of a child. Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-children-5-16>

We always discuss the involvement of specialist SEN services with parents first and work with other services and organisations that are involved with a family, with the family's permission.

## **F. How do we know if SEN provision is effective?**

The progress of all children/young people is tracked throughout the school through progress against national curriculum expectations. We may also measure standardised scores for reading, spelling, maths and receptive language.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes (at least termly) assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations and using specific assessments that may be delivered by the class teacher, TA or SENDCo.

Information is collected on Intervention Tracking sheets and Class Provision Maps termly, and each pupil on the SEN register has their own tracking on their Pupil Profile. Teachers monitor the impact of interventions, and the SENDCo has an overview of provision to monitor the success and cost effectiveness of interventions.

Information about the success of the education that is provided for pupils with SEN is contained in the Governors' Annual SEN report. You can read it on the school website.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject coordinators
- Analysis of pupil tracking data and test results - for individuals and cohorts
- Analysis of progress made by SEN pupils
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan and SEN development plan

## **G. How are children and young people with SEN helped to access activities outside of the classroom?**

We endeavour to ensure that all children are included in activities and trips, following risk assessments where needed, in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

## **H. What do we do to support the wellbeing of children/young people with SEN?**

All children have the opportunity to share their views through their school council representatives and are encouraged to share concerns or queries with their class teacher or TA. The Head and SENDCo are also available to talk with children.

We listen to the views of children/young people with SEN by seeking their thoughts on their strengths, areas of need and how best to support them, involving them in the review process, and giving them opportunities to talk to their support staff, their teachers, the SENDCo and the Head Teacher.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by identifying any difficulties as soon as possible and working with all the children involved to promote greater understanding and tolerance. We also discuss various needs that may arise with each class, or as a whole school in assemblies.

## **I. Joining the school and moving on**

We encourage all new children to visit the school before starting. For children/young people with SEN we arrange extra meetings with the class teacher or SENDCo, and attempt to gather information from the previous setting prior to the child starting at Cumnor.

We begin to prepare young people for transition into the next stage of their education by liaising with the SENDCo at the next school (meetings are arranged with appropriate staff) and arranging extra transition visits for pupils where necessary. We also involve any outside agencies that have been involved and seek advice over how best to support the move.

Any child with an EHC Plan in year 6 (or with a known, planned transfer) has an annual review before February of the final school year and the EHC Plan amended if necessary. Any child with higher levels of need will also have a transfer meeting in the summer term. The SENDCo of the receiving school will be invited to such meetings.

SEN information is gathered together and records transferred to the new teacher or school well in advance to ensure that time is available to make necessary transfer arrangements re/needs and provision.

If a child moves school within the school year, or before the end of year 6, we endeavour to share any SEN information with the new school as soon as possible in order that the child's needs can be met quickly.

## **J. Who to contact with queries and concerns**

If you are concerned about SEN provision for your child, initial contact should be made with the class teacher. If you still have concerns please speak to the Head Teacher, Mr Steven Badger or the SENDCo, Mrs Hannah Lawfull. If you'd like to give feedback, including compliments and complaints, about SEN provision please contact the Head Teacher or the SENDCo. We aim to respond to any complaints within 14 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendias-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

## **Appendix 1 - ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole.

### **Governors**

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

The SEN governor, Mrs Margo Mills, is actively involved in self-review, with the Headteacher and SENDCo, of the provision for children with special needs and implementation of the policy within the school.

The implementation of the SEN policy will be monitored by the SEN Governor. They will also ensure that the SEN policy/ SEN Information report are updated in line with new initiatives together with any streamlining of school processes. This will be done annually.

### **SENDCo**

The Special Educational Needs Coordinator is Mrs Hannah Lawfull. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy including coordinating and reviewing provision for children with SEN
- updating school staff and reviewing policy and provision through staff meetings
- meeting regularly with Head Teacher and SLT, and ensuring there is opportunity for informal daily contact between staff to discuss concerns
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- contributing to the management of teaching assistants, in liaison with SLT and teaching staff, including placement throughout the school . (This is dependent on the Special Needs requirements and may change as the needs of the children change.)
- supporting the professional development of teaching assistants through observation, support and review meetings (with SENDCo)
- regularly liaising with the governors' representative
- maintaining and updating SEN Policy and SEN Information Report through liaison with school staff, governors, pupils and parents
- addressing any aspects of School Development Plan associated with SEN
- reporting to governors annually

### **Headteacher**

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENDCo.

### **Teaching Staff and Teaching Assistants**

Staff are involved in the maintaining and updating the school's SEN policy and SEN Information Report. They implement the procedures for identifying, assessing and making provision for pupils with SEN (see appendix 3). The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor any children involved in interventions away from the main class. They work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## **Appendix 2 - ALLOCATION OF RESOURCES**

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

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Cumnor School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Cumnor provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.



## Appendix 3 - Support, Identification and Monitoring at Cumnor

### Cumnor's Process

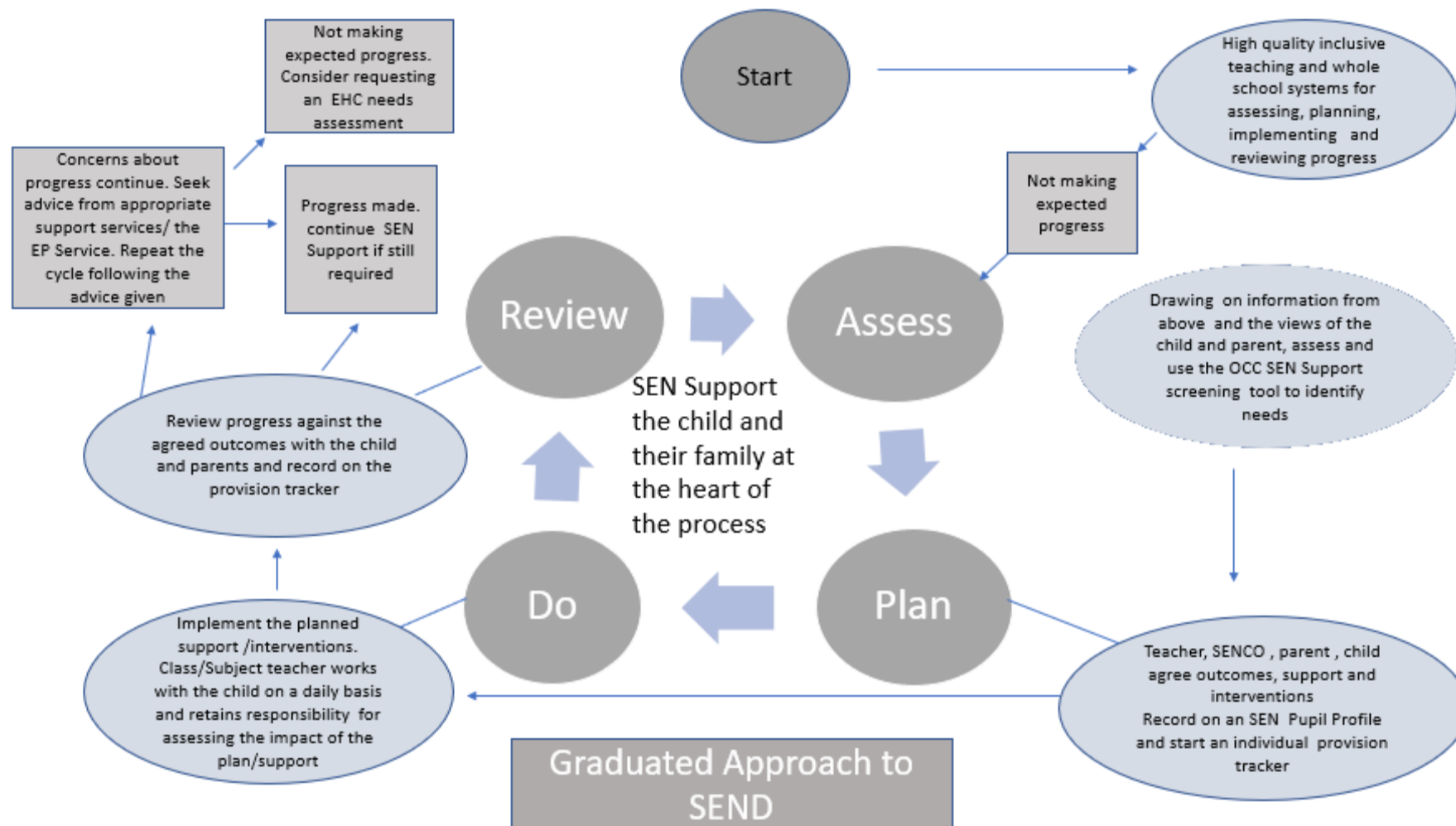
<p><b>Wave 1 - Good, quality first teaching</b>  <i>Good understanding of learner's starting points, regular checks on progress. Adjustments made to Wave 1 as necessary to suit the needs of the children in the class. (See 'Inclusive good quality teaching' in <a href="#">Oxfordshire SEN Guidance</a> and <a href="#">Oxfordshire SEND Ordinarily Available Toolkit (Feb 2023)</a> )</i></p>	<p>All staff are responsible for ensuring that wave 1 provision is delivered.                  Class teachers need to have a clear picture of the child's level of achievement, and be able to measure progress.                  Class teachers are responsible for ensuring Wave 1 is adjusted as necessary to suit the needs of the children in their class</p>
<p><i>Child not making expected progress/achieving age related expectations despite some modifications to Wave 1 support</i></p>	<p>Class teacher to decide whether additional intervention is necessary, considering their assessments, discussions with parents/carers and with support from SENCo if necessary. Teacher completes <a href="#">Initial SEN Information Form and Initial Screening</a> Discuss this information with parents and child. (You can use <a href="#">Parent views</a> and Pupil View <a href="#">Pupil view for SEN review KS2</a> or <a href="#">Pupil view for SEN review KS1</a> to ensure all information is gathered.)</p>
<p><b>Wave 2 - Specific, time bound intervention to overcome barriers to learning</b></p>	<p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>● Produce <a href="#">Class Provision Map</a> to summarise support; share with all adults involved with delivering interventions. (Sep to Nov, Nov to Mar, Mar to Jun)</li> <li>● Use <a href="#">Intervention Sheet</a> to record intervention, pre-assessments &amp; <a href="#">Intervention Registers</a> to record number of sessions delivered/attended.</li> <li>● At the end of the intervention, do post-intervention assessment and review impact of support. Record this on the <a href="#">Intervention Sheet</a> &amp; <a href="#">Class Provision Map</a>.</li> <li>● Keep <a href="#">School Concern List</a> [S] of these children with identified needs</li> <li>● Review <a href="#">Initial SEN Information Form and Initial Screening</a> with parents and child, and consider whether additional support may be needed.** (You can use <a href="#">Parent views</a> and Pupil View <a href="#">Pupil view for SEN review KS2</a> or <a href="#">Pupil view for SEN review KS1</a> to ensure all information is gathered.)</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>● Monitor pupil progress and effectiveness of provision using <a href="#">Intervention Sheet</a> &amp; <a href="#">Class Provision Map</a>.</li> <li>● Meet with teachers half-termly to ensure appropriate interventions, strategies and support are in place</li> <li>● Ensure any additional assessments are recorded on <a href="#">Individual Assessment Record</a></li> </ul>
<p><i>Child continues to make less than expected progress despite wave 2 input**</i></p>	<p>Use <a href="#">Oxfordshire SEN Descriptors</a> to further clarify a child's needs.                  Use <a href="#">Oxfordshire SEN Guidance</a> for extra information on assessment, planning and implementing intervention &amp; support,                  Discuss with SENCo. Child added to <b>SEN register</b> at SEN Support [K] and teacher writes <a href="#">PUPIL PROFILE (&amp; Individual Provision Tracker)</a> (or <a href="#">PUPIL PROFILE (&amp; Individual Provision Tracker) RECEPTION</a>) using information gathered.</p>
<p><b>Wave 3 - On-going, specific support to address a child's SEN</b>  <i>Child will have a <a href="#">Pupil Profile and Individual Provision Tracker</a> and be on the SEN register ([K] SEN Support Level).</i></p> <p><i>If child has not made progress after support at SEN Support Level, they may need to access specialist support or advice from outside agencies.</i></p> <p><i>If child continues to make poor progress, despite advice from outside agencies, and SEN Support, additional funding may be sought, and/or an EHC application may need to be made.</i></p>	<p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Pupil Profile and Individual Provision Tracker</a> should be modified as needed, and a new one written at the end of summer term to pass on to new teacher.</li> <li>● Progress/needs should be <b>reviewed at least termly</b> (November, March and June) with parents/carers and child and recorded on review section of <a href="#">Pupil Profile and Individual Provision Tracker</a>. (You can use <a href="#">Parent views</a> and Pupil View <a href="#">Pupil view for SEN review KS2</a> or <a href="#">Pupil view for SEN review KS1</a> to ensure all information is gathered.) Review <a href="#">Oxfordshire SEN Descriptors</a> as part of monitoring/review.</li> <li>● For children who need several intervention/ high level of support, it is <b>essential</b> to complete the Individual Provision Tracker part of the Pupil Profile in order to show hours of support, funding and progress.</li> <li>● Continue to record interventions on <a href="#">Class Provision Map</a> and transfer to <a href="#">Pupil Profile and Individual Provision Tracker</a>.</li> </ul> <p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>● Monitor pupil progress and effectiveness of provision using Provision Maps, Pupil Profiles/SEN Reviews.</li> <li>● Meet with teachers at least half-termly to ensure appropriate interventions, strategies and support are in place.</li> <li>● Ensure any additional assessments are recorded on <a href="#">Individual Assessment Record</a>.</li> <li>● Observe SEN Support children in class/ during interventions and share with class teachers/ teaching assistants.</li> <li>● Attend review meetings and/or meet with parents as needed.</li> <li>● Help administer and/or interpret additional assessments.</li> <li>● Liaise with outside agencies for additional support if required.</li> <li>● Request additional funding or EHC Plan if required.</li> </ul>

**At every stage the pupil and parents/carers are kept informed and are involved with decision making.**

See [summary of SEN Code of Practice](#) for more information.

*Documents need to be saved on Google Team Drive where possible, either in Pupil Folders or Class Folders*

## The Cycle of Assess, Plan, Do, Review (From Oxfordshire SEN Guidance)



## Assessment

The **Oxfordshire SEN Guidance** gives guidance on assessments that can be used to understand fully the needs of the child. Below are the main assessments that we have access to in school.

\* **Key assessments.** Try to do some assessment **before** discussing with SENCo. Assessments available electronically have a hyperlink. All other assessments available in Baytree Room. (\*done by SENCo)

### Additional assessments for all children/young people with SEN

- Careful observation and targeted diagnostic one to one work with the pupil is the best way to unpick difficulties.
- Use curriculum-based assessment and careful tracking of progress to measure the child/young person's rate of progress.
- Use progress against small targeted learning goals to evaluate progress.
- Use formative as well as summative assessment to unpick difficulties in detail.
- At the end of Keystages 1 and 2, attainment below their Key Stage should be reported using the Pre-Keystage Standards. [Pre-key stage 1 standards](#) [Pre-key stage 2 standards](#) at end of KS1 and KS2.

<b>Communication &amp; Interaction</b> <small>(including Speech, Language &amp; Communication needs &amp; ASD)</small>	<b>Learning Needs</b> <small>(General delay in acquiring literacy/numeracy skills/concepts)</small>	<b>Specific Learning Difficulties</b> <small>(including Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia &amp; Sensory Needs)</small>	<b>Social, Emotional &amp; Mental Health</b> <small>(including Attention Deficit Disorder, Attachment Disorder and Autism)</small>
<p><a href="#">Speech, Language &amp; Communication Checklist</a></p> <p>Use <a href="#">BRISC surveillance forms</a> for more detailed check</p> <p>Do <a href="#">SALT/ C&amp;I screening form</a> if you feel a child needs SALT or C&amp;I referral (in discussion with SENCo)</p> <p><a href="#">Universally Speaking - Ages and stages of children's communication</a> show where children should be with their communication skills at any given age.</p> <p><a href="#">Communication Trust milestone poster</a></p> <p>The <a href="#">Renfrew Word Finding Picture test and Bus Story</a> (<i>NOT YET IN SCHOOL</i>)</p> <p>The <a href="#">British Picture Vocabulary Scales</a> can be useful for finding out about a learner's receptive language.</p> <p><a href="#">Autism Education Trust progression framework</a> can be used to measure progress for children with ASD.</p> <p><a href="#">AET Autism Progression Framework full list (Cumnor Version)</a></p>	<p><a href="#">Literacy Assessment Pack (LAP)</a>  <small>(may only need to do certain parts)</small></p> <p><i>Part 1 – oral sound blending</i>  <i>Part 2 – oral sound analysis (segmenting)</i>  <i>Part 3 – awareness of rhyme</i>  <i>Part 4 – grapheme/ phoneme knowledge</i>  <i>Part 5 – reading &amp; spelling high frequency words [sorted by Letters and Sounds Phases]</i>  <i>Part 6 – Decoding &amp; encoding words [sorted by Letters &amp; Sounds Phases]</i></p> <p><a href="#">New Salford Sentence Reading Test</a> (accuracy &amp; comprehension)</p> <p><a href="#">Neale Analysis of Reading Ability</a> (accuracy, comprehension and rate) ®</p> <p><a href="#">Young's Parallel Spelling</a></p> <p><a href="#">Sandwell Maths</a> (KS1 or KS2)</p>	<p>⊖ <a href="#">Reading, Spelling, Literacy &amp; Maths as for Learning Needs.</a></p> <p><a href="#">Phonological Assessment Battery</a> ® to unpick phonological difficulties.</p> <p><a href="#">Timed writing</a></p> <p><a href="#">‘The quick brown fox...’ handwriting assessment.</a></p> <p><a href="#">Oxfordshire Occupational Therapy Flowcharts</a></p> <p><a href="#">Cumnor version of OT flowcharts ongoing record</a></p> <p><a href="#">Movement Assessment Battery Checklist</a> (<i>NOT YET IN SCHOOL</i>) useful for unpicking the specific difficulties a child/young person is having.</p>	<p><a href="#">QCA behaviour assessment</a></p> <p><a href="#">Strengths &amp; Difficulties Questionnaire</a></p> <p><a href="#">How do I feel in school?</a> &amp; <a href="#">How do I act in school?</a></p> <p><i>[Other Pupil Voice assessments in file in Baytree.]</i></p> <p><a href="#">Boxall Profile</a> (understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities).</p> <p><a href="#">Antecedent Behaviour Consequences checklist.</a>                      Frequency tally charts.  <a href="#">Timed observations</a> of the young person in 2 or more different contexts.                      Home-school diaries.</p> <p>For pupils with autism:  <a href="#">Autism Education Trust progression framework</a> can be used to measure progress for children with ASD.  <a href="#">AET Autism Progression Framework full list (Cumnor Version)</a>  <a href="#">AET Sensory environment and sensory assessment checklists .pdf</a></p> <p><a href="#">Early Help Assessment</a> (EHA) (discuss with SENCO)</p>

Plan specific interventions and strategies to support identified needs, in collaboration with SENCo if needed. See **Oxfordshire SEN Guidance** for suggested support and interventions.

*Follow process of plan/assess, implement, review until there are no longer any particular needs identified.*

## **SEN Documentation**

As much SEN information as possible should be saved on the Google Drive. Written documents can be photographed and added to documents:

Shared Drive → SEN (pupil folders and class folders) → [SEN/AEN info \(by year group\)](#) → choose correct year group → choose/create/save pupil file  
or

Shared Drive → SEN (pupil folders and class folders) → [SEN/AEN class info](#) → choose/create/save file

### **All children who you have any concerns about ([S] School concern) should have:**

- [Initial SEN Information Form and Initial Screening](#)
- [Individual Assessment Record](#)
- Record of intervention on [Class Provision Map](#)

### **All children on the SEN Register ([K] SEN Support or [E] EHC Plan) should have:**

- [Oxfordshire SEN Descriptors](#)
- [Pupil Profile and Individual Pupil Tracker](#) - this includes spaces for three reviews which should be held at Autumn and Spring parent/teacher meetings, and in June/July when new Profile is being written.
- [Individual Assessment Record](#)
- Record of intervention on [Class Provision Map](#) which is copied to Individual Pupil Tracker section of Pupil Profile

### **Gathering information from parents and children**

- You can use [Parent views](#) to get information from parents.
- You can use [Pupil view for SEN review KS2](#) or [Pupil view for SEN review KS1](#) to get views from children.

These should be used at least once/year for children on the SEN Register (**[K] SEN Support or [E] EHC Plan**).

### **Other documents that staff need to read!**

- [Oxfordshire SEN Guidance 2020](#)
- [Oxfordshire SEN Guidance for Schools Power Point](#)
- [Oxfordshire SEND Ordinarily Available Toolkit \(Feb 2023\)](#)
- [The Oxfordshire Ordinarily Available Toolkit training for school staff.pptx](#)

**ANNUAL CALENDAR FOR SEN ACTIONS**

Week	Autumn term	Spring Term	Summer Term
1 & 2	<input type="checkbox"/> New children identified/assessed; parents/carers consulted <input type="checkbox"/> Pre-intervention assessments done on children doing interventions <input type="checkbox"/> Provision map started, filling in pre-intervention assessments <input type="checkbox"/> Intervention timetable finalised and intervention sheets and intervention registers started		
3		<input type="checkbox"/> Needs analysis of class done. Copy to SENCo.	
Before half term	<input type="checkbox"/> All children do class assessments; SEN children may have alternative provision/support to do this, and they may do previous year group assessment if needed. (NB in Summer term this will include KS1 & KS2 SATS) <input type="checkbox"/> Additional assessments done on those children who struggle to access class assessments.		
			<input type="checkbox"/> Year 6 complete Transition document for Secondary School
1 & 2 weeks after half term	<input type="checkbox"/> Progress of SEN & AEN children reviewed based on class and intervention tracking. Ongoing or new needs identified. Teacher discusses with any supporting adults (& SENCo if needed). Further assessment done if needed (by teacher, TA or SENCo). <input type="checkbox"/> Pupil Profiles updated - Individual Provision Tracker section updated, and make any other annotations if necessary (colour coded with date). <input type="checkbox"/> SEN descriptors checked and updated.		
	<input type="checkbox"/> Review meetings held for SEN Support & EHC Plan (teacher & parents). (Part of parent/ teacher meeting or arranged separately.) SENDCO can attend if needed. <input type="checkbox"/> Record on review section of Pupil Profile and make any other annotations if necessary (colour coded with date).		
			<input type="checkbox"/> Needs analysis of class done. Copy to SENCo.
3 weeks before end of term	<input type="checkbox"/> Post-intervention assessments completed. <input type="checkbox"/> Provision Map reviewed (fill in post-intervention assessment, impact, and actions)		
			<input type="checkbox"/> Pupil Voice completed with/ by pupil. <input type="checkbox"/> New Pupil Profile (except yr 6) & summary sheet for 'School Concern' for following school year completed by current class teacher and next class teacher and shared during Handover Meetings.
2 weeks before end of term			<input type="checkbox"/> Copy of new Profile and Parent feedback letter and form sent home.
1 week before end of term			<input type="checkbox"/> Ensure all documents are updated on Google Drive, or handed to SENDCO

## Review Process for SEN children

<sup>1</sup> these documents should be in pupil file on google drive

School Concern Children [S]	SEN Support Children [K]	EHC Children [E]
<b>Before parents meeting</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Check <a href="#">Initial SEN Information Form &amp; Initial Screening</a><sup>1</sup>, add any assessment results (class &amp; specific), comment on how they are progressing. (Colour code with date). Look at Individual Assessment Record <sup>1</sup></li> <li><input type="checkbox"/> Check <a href="#">SEN descriptors</a><sup>1</sup> especially if you feel they are not progressing</li> <li><input type="checkbox"/> Gather pupil view on how things are going if possible</li> <li><input type="checkbox"/> If they are not progressing/ have declined, talk to SENDCO about moving to SEN Support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check <a href="#">Pupil Profile</a><sup>1</sup>, add any assessment results (class &amp; specific), comment on how they are progressing (colour code with date). Add impact of any interventions to section 'Individual Provision Tracker'. Look at Individual Assessment Record <sup>1</sup></li> <li><input type="checkbox"/> Check <a href="#">SEN descriptors</a><sup>1</sup> &amp; <a href="#">Outcomes Plan</a> <sup>1</sup> if they have one.</li> <li><input type="checkbox"/> Gather pupil view on how things are going.</li> <li><input type="checkbox"/> If they are not progressing/ have declined, talk to SENDCO about next steps, including whether they need outside agency involvement.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check <a href="#">Pupil Profile</a><sup>1</sup>, add any assessment results (class &amp; specific), comment on how they are progressing (colour code with date). Add impact of any interventions to section 'Individual Provision Tracker'. Look at Individual Assessment Record <sup>1</sup></li> <li><input type="checkbox"/> Check progress against EHC <a href="#">Outcomes Plan</a> <sup>1</sup></li> <li><input type="checkbox"/> Gather pupil view on how things are going.</li> <li><input type="checkbox"/> Talk to SENDCO about next steps, including whether they need additional outside agency involvement.<sup>2</sup></li> </ul>
<b>At parents meeting:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Share information from Initial SEN Information Form</li> <li><input type="checkbox"/> Gather thoughts of strengths and needs from parents</li> <li><input type="checkbox"/> Share 'next steps' (support, whether they need to move to SEN Support K)</li> <li><input type="checkbox"/> Keep notes; if useful put these onto <a href="#">SEN Review</a> sheet (including parents and pupil view if possible)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Share information from Pupil Profile</li> <li><input type="checkbox"/> Gather thoughts of strengths and needs from parents</li> <li><input type="checkbox"/> Share 'next steps' (support, whether further action needs to be taken e.g. referring to outside agencies. (as discussed with SENDCO<sup>2</sup>.)</li> <li><input type="checkbox"/> Complete <a href="#">SEN Review</a> sheet including parents and pupil view (if possible).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Share information from Pupil Profile &amp; Outcomes Plan</li> <li><input type="checkbox"/> Gather thoughts of strengths and needs from parents</li> <li><input type="checkbox"/> Share 'next steps' (support, whether further action needs to be taken e.g. referring to outside agencies (as discussed with SENDCO<sup>2</sup>.)</li> <li><input type="checkbox"/> Complete <a href="#">SEN Review</a> sheet including parents and pupil view (if possible).</li> </ul>
<b>After parents meeting:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> If completed, send home a 2 <b>copies</b> of the review sheet for parents (one to sign, one to return)</li> <li><input type="checkbox"/> Give review sheets to SENDCO.</li> </ul> <p><i>If parents do not sign and return, even after reminders, please give unsigned copy to SENDCO.</i></p> <p><i>If parents do not attend PTI, and you have concerns, please complete your own review sheet and give to SENDCO.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send home a 2 <b>copies</b> of the review sheet for parents (one to sign, one to return)</li> <li><input type="checkbox"/> Give review sheets to SENDCO.</li> </ul> <p><i>If parents do not sign and return, even after reminders, please give unsigned copy to SENDCO.</i></p> <p><i>If parents do not attend PTI, please complete your own review sheet and give to SENDCO stating 'parent did not attend'.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send home a 2 <b>copies</b> of the review sheet for parents (one to sign, one to return)</li> <li><input type="checkbox"/> Give review sheets to SENDCO.</li> </ul> <p><i>If parents do not sign and return, even after reminders, please give unsigned copy to SENDCO.</i></p> <p><i>If parents do not attend PTI, please complete your own review sheet and give to SENDCO stating 'parent did not attend'.</i></p>

