CHIPPING NORTON SCHOOL

SEN POLICY (to include SEN Information Report)
Statutory Policy

Reviewed by: Impact Committee
Date Reviewed: September 2017
Next Review: Autumn 2018
Member of Staff Responsible   Deputy Headteacher

1. Ethos and values

We welcome all students, including those who have special educational needs (SEN) to our school. Our vision is to have a school where learners are motivated and inspired; where curiosity is sparked; and where we strive to be the best that we can be. We have high academic and personal standards for students and a commitment to developing individual potential.

Inclusion is central to our ethos and values and we have a strong focus on community and belonging. All members of our community, including the governing body, are committed to supporting all students to develop responsibility for their learning, ensuring that they continue to be challenged and stimulated by their learning throughout their time at the school.

We believe that inclusion is successful when individual talents are developed and there is effective support for all students as well as their parents and carers. We want all students to progress, to achieve, to feel safe and included and to be involved in the day-to-day life of our school.

Our priority is to ensure that all students with SEN have access to the right support and opportunities. We always want to work closely with parents and carers as well as with health, care and education professionals.

We have a school accessibility plan which describes how we are improving our school for students and adults with disabilities.

We follow the national guidance on special educational needs set out in the government's SEN code of practice (2014)
https://www.gov.uk/government/publications/send-code-of-practice-0-25

2. Definition of Special Educational Needs (SEN)

In line with the code of practice, students within our school have special educational needs where their learning difficulty or disability requires provision which is different from or additional to that normally available to pupils of the same age.

This is further defined within the SEN code of practice (2014):

- A child of compulsory school age or a young person has 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.

The SEN code of practice outlines four broad areas of need. We recognise that some students will experience difficulties or differences across more than one area.

Students may have needs in one or more of the following categories:

- **Communication and Interaction**
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Disorder (ASD)
- **Cognition and Learning**
  - Specific Learning Difficulties (SpLD)
  - Moderate Learning Difficulties (MLD)
  - Severe Learning Difficulties (SLD)
  - Profound and Multiple Learning Difficulty (PMLD)
- **Social, Emotional and Mental Health Difficulties**
  - Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical**
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

3. Purpose of our SEN policy

The purpose of this policy is to outline the support we have in place for students with SEN and how we enable all students to achieve their full potential. Please also refer to our Local Offer document which is available on www.chipping-norton.oxon.sch.uk. We have also contributed to the Oxfordshire Local Authority Local Offer which is available on https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer.

The policy explains how we ensure all students can benefit from all areas of school life, for example:
- Academically – access to and progress in the full school curriculum;
- Socially and emotionally – encouraging the full participation within the pastoral system.

4. Current priorities of our SEN Policy

During this academic year we are focusing upon the following areas to make sure our students with SEN do as well as possible at our school. We are:

- Developing staff skills on SEN matters and inclusive teaching;
- Improving progress and standards for students with SEN;

- Continuing to work to increase parental involvement and confidence in our SEN provision;
- Ensuring a school wide awareness of SEN roles and responsibilities and the implications of the Equality Act (2010) and new SEN code of practice (2014);
- Ensuring a systematic and thorough approach to the identification and assessment of needs and the tracking of progress for students with SEN;
- Ensuring staff members are well informed about the strengths, needs and abilities of students with SEN;
- Listening to students with SEN;
- Developing aspects of support and intervention for students not making expected progress, especially in mathematics and literacy;
- Developing the services of the SEN and pastoral team to improve our provision and support for students with emotional and behavioural needs; and
- Supporting transition for students with SEN between years and into the next stage of education or alternative type of education if required.

5. How the Governing Body encourages high quality SEN provision

- Ensuring we identify all students at our school who have SEN;
- Agreeing and monitoring our policy and approach to provision for students with SEN;
- Establishing the appropriate staffing and funding arrangements for students with SEN;
- Ensuring that improving SEN provision is a fundamental part of our development plan and that we will consistently monitor the quality of SEN provision across our school;
- Maintaining a general oversight of our approach to students with SEN;
- Reporting annually to parents and carers on how well we are delivering our SEN policy;
- Designating a governor to be responsible for overseeing our SEN provision.

6. Admission and induction arrangements for students with SEN

We welcome all students who have special educational needs (SEN). We believe that all students have the right to be educated within a local mainstream school unless this would be incompatible with the wishes of the parent or the provision of efficient education of other students. We follow Oxfordshire's guidelines on the admissions of students with SEN.

We are committed to working with parents and carers to ensure their child has the best possible start to their time with us.

Transitions can be a daunting time for young people, especially those identified with special educational needs. Chipping Norton School strives to reduce the anxiety around these key times in a young person's life by providing support, advice and time.

Arrangements for Year 7 Transition

For students transitioning from primary school to Chipping Norton School we begin arrangements in the summer term of Year 5. Parents of children identified with SEN have the opportunity to view the school and speak to the SENCO regarding provision, admissions and allocation of support.

Once Chipping Norton School has been named as your child's secondary school, we will meet with the staff at their primary school to get as much information on their learning

profile as possible, including attending Annual Reviews and completing primary in-class observations.

For children with complex needs and/or an Educational and Health Care Plan, the school will create a personalised transition programme. Parents/ carers and their child are invited to attend additional transition days and after school Bridge Club events in the latter half of their Year 6 Summer Term. This allows parents/ carers to meet and spend time with the SEN team who can answer their concerns and queries directly. It also allows their children to get to know Chipping Norton School well prior to the rest of their year group starting.

Arrangements for Sixth Form Transition

Chipping Norton School Sixth Form offer includes a variety of AS and A2 courses. Students apply to the school through an application form and are interviewed by a member of staff prior to their arrival. Students with identified SEN meet with a member of the SEN team to discuss a personalised support package.

Arrangements for preparing young people with SEN for adulthood and independent living

The SEN team ensures that its' students with special educational needs have a clear progression route from Sixth Form to further education, training or working life. The school offers highly skilled staff members to advise our young people to appropriate routes and will arrange for a keyworker to accompany them to open days and interviews where necessary. The keyworker will also support writing CVs and application forms. We will also liaise with future educational or training institutions to ensure appropriate support for that student.

7. **Access for students with SEN**

Our School Access Plan addresses the requirements of the 2005 Disability and Discrimination Act. This is reviewed, amended and published once every year. Our facilities include dedicated teaching spaces for withdrawal sessions as well as a counselling room and access to a number of meeting rooms for outside agency workers. These rooms are shared throughout the SEN and pastoral teams. The SEN team can also access some leisure centre facilities for students who require supervised physiotherapy.

We always work closely with Oxfordshire when we admit students with physical disabilities to our School to make sure we have the correct resources. We want all students to benefit equally from their time at our school and so all areas are accessible to wheel chair users. For students with medical needs, a separate Medical Needs policy outlines the provision available. Mrs Hancock, the Deputy Headteacher, leads on this area within the school. Please see http://www.chipping-norton.oxon.sch.uk/index.php/school-information/policies

8. **How we identify, assess and plan support for students with SEN**

Identification

We meet the needs of different groups and individuals through careful planning. We record all students' progress as part of our universal practices (*Figures 1 & 2*). Some students who have been identified as having a special educational need can be supported effectively through good, differentiated classroom practice and their needs may be met at the universal level.

If a concern is raised by a staff member, student or parent that needs are not being met at the universal level then a consultation will take place and the student will be monitored closely. We are committed to listening to the voice of the student and acting on it. If we remain concerned about the progress of a student, we meet with the student and their parents or carers. At the meeting we may decide to undertake further assessments to see whether they require additional targeted provision at the SEN Support level.

SEN Support students are those students who have been identified with a special educational need who require support which is additional to or different from the educational provision made generally for the students of their age. These are the students who require additional funding because they either require individual interventions, particular to them, in order to address their underlying learning needs and enable or improve their access to the curriculum, or a multitude of interventions because the needs they present are complex. These pupils will be monitored and their interventions will be tracked on the school's provision mapping system (*Targeted/ Specialist – Figures 1 & 2).*

Students with an Educational Health and Care Plan (EHC Plan) receive high needs block funding. Their learning needs are significantly different from or additional to the differentiated curriculum and educational provision made generally for children of their age. These students will be monitored and their interventions will be tracked on the school's provision mapping system (*Targeted/ Specialist – Figures 1 & 2).*

We take great care over the identification and assessment of students whose first language is not English. We do not assume that lack of progress in English means that a student has SEN. However, we know that for some students, slow progress may be a result of a SEN. We also consider areas such as attendance and punctuality as well as health and welfare when assessing for SEN.

We seek to meet the needs of all students with SEN, who do not have an EHC Plan or Statement from within our allocated resources. The school only requests an EHC Plan Assessment for a student we believe has 'exceptional and complex needs' according to the criteria outlined by Oxfordshire Local Authority. We only do this after we have tried a variety of interventions to support their progress. When students make good progress with additional support this will be celebrated and they will transition to universal level support packages for monitoring.

Assessment

Upon entry to Chipping Norton School, students' strengths and difficulties are distributed to staff members using a traffic light system. Students sit a standardised on-line Reading Test (Accelerated Reader Star Reading Test) at the beginning and all participate in the Accelerated Reading programme run by library staff. In Year 7, all students also sit an on-line version of the NFER Cognitive Abilities Tests, which gives indicators of verbal, reasoning, and non-verbal reasoning levels. From this information it is possible to predict where our students' strengths lay and to set realistic and achievable short, medium and long term targets. Every subject teacher completes teacher regular assessments and maps the students' progress on SIMs.

The school uses the screening process as a starting point to decide which students need further assessment work and/or additional support (in the classroom or in targeted interventions). In addition to this, there is a formalised referral process which allows for all members of staff to raise concerns regarding any young person whether it is academic, social, emotional or mental health difficulties. When a referral is received, the SEN team collaboratively decides next steps and the outcomes are then shared

back to the member of staff who had originally voiced their concern and the form tutor.

Referrals can also be made by external professionals, parents and carers as well as the young people themselves via the SENCO, class teacher or form tutor. We will investigate every concern and the outcomes will always be shared back with the parents/carers.

Literacy
For those students who require further literacy support, they are assessed 1:1 using the Diagnostic Reading Analysis and student writing samples will be collected to be assessed by a literacy/English specialist. For those whose scores indicate further difficulties, the SENCO and Literacy Intervention Coordinator administer a phonic and spelling assessment so we can target the student's specific area of need.

Speech, Language and Communication
For those students who require further assessment in their language and communication development, the SENCO will screen for difficulties in areas such as comprehension, vocabulary, expression and social communication.

Fine and Gross Motor Skills
For those students with fine and/or gross motor skills, dyspraxia or another physical impairment which restricts their ability to write, the SEN team will assess their basic motor skills needs using a variety of in-house activities. From these results, an individualised programme will be developed for the students and delivered by a Learning Support Assistant.

Access Arrangements for examinations
For those students needing alternative arrangements during their examinations, we offer an in-house assessment process. Students are identified by previous SEN interventions or by requests. These requests can be made by any member of staff, by a parent/carer or by any individual student. Depending on the area of need, the student will undertake a reading assessment, processing speed assessment and/or a formal written assessment which would entail completing both an independent and a scribed piece of writing. These results are then compared to the thresholds published by the exam boards and access arrangements are confirmed. All access arrangement procedures are managed by the SENCO. Medical evidence or an Educational and Health Care Plan (EHCP) may sometimes also be used as evidence to request access arrangements.

External assessments for special educational or additional needs
It may be that a student demonstrates complex or severe additional needs and the school's professionals believe that a specialist assessment needs to be carried out so that the school can better cater for that young person. External assessment requests can include the Educational Psychology Service, Speech and Language Service, Occupational Therapy Team, Physiotherapy Team, Children and Adolescent Mental Health Service and Social and Health Care Service. In order to refer a student for an external assessment, the school and the student's family need to complete the necessary referral forms and send it to the relevant agency.

9. How we organise provision for students with SEN

Respect for and inclusion of all students is a collective responsibility of the whole school community. Students, parents and all staff contribute to this.

If a student at the school is identified as having special educational needs when they arrive at the school, staff will:

- use information from the student's primary school to provide starting points for the development of an appropriate curriculum for the student;
- identify and focus attention on the student's skills and highlight areas for early action to support the student within the class;
- ensure that on-going observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning,
- ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral support programme,
- involve the student in planning and agreeing targets to meet their needs,
- involve parents in developing and implementing a joint learning approach at home and in the school.

All subject teachers must know about the students in their classes who are on the SEN register. Staff members receive information about each student they teach including particular needs of key individual students as well as strategies to help them to make progress. The SEN team work hard to help staff members understand the special educational and curriculum needs of each of their students.

The majority of Learning Support Assistant time is spent inside mainstream classrooms where the focus is on in-class partnerships, curriculum differentiation and support arrangements. The remaining time is spent delivering small group and individualised interventions.

Please see **Appendix 1** and **Appendix 2** for the roles and responsibilities of the staff members within the SEN team.

The education of each of our students is of equal importance to us. All our students are encouraged to achieve their full potential. One of the ways we achieve this is by making sure that each student has full access to a broad and balanced curriculum. We also work actively with parents, carers and students.

At Chipping Norton School we ensure that staff members are deployed to meet the educational needs of the students. Staff employed by the school to support children's learning, include the SENCO, Literacy Intervention Coordinator, Focus Room Coordinator, Learning Support Assistants, school counsellors, Pastoral Support Workers and PPG mentors whose roles are specifically aimed at supporting subject teachers so that students' different learning needs and Special Educational Needs can be met more successfully.

The SEN team members are used in a variety of methods, from staff training to supporting whole classes, running small group interventions for specific areas of need to one-to-one sessions for pupils.

We run a three tiered approach to providing for pupils:
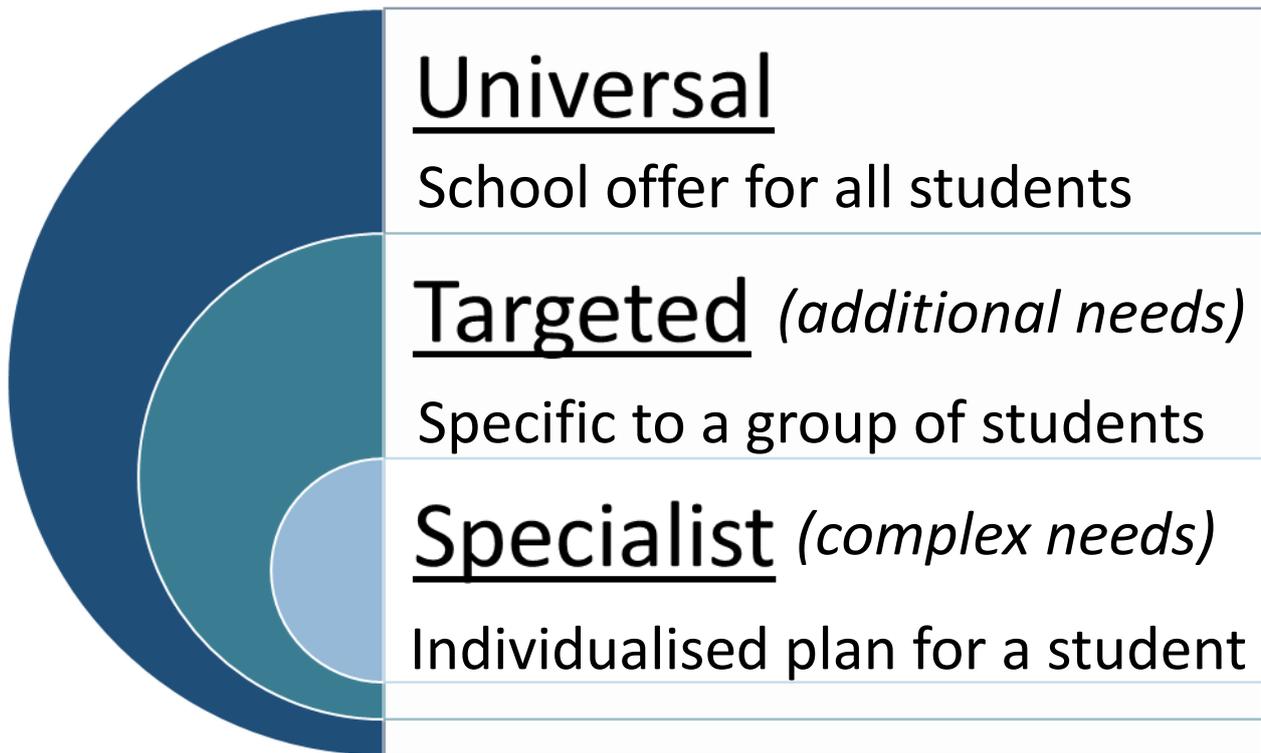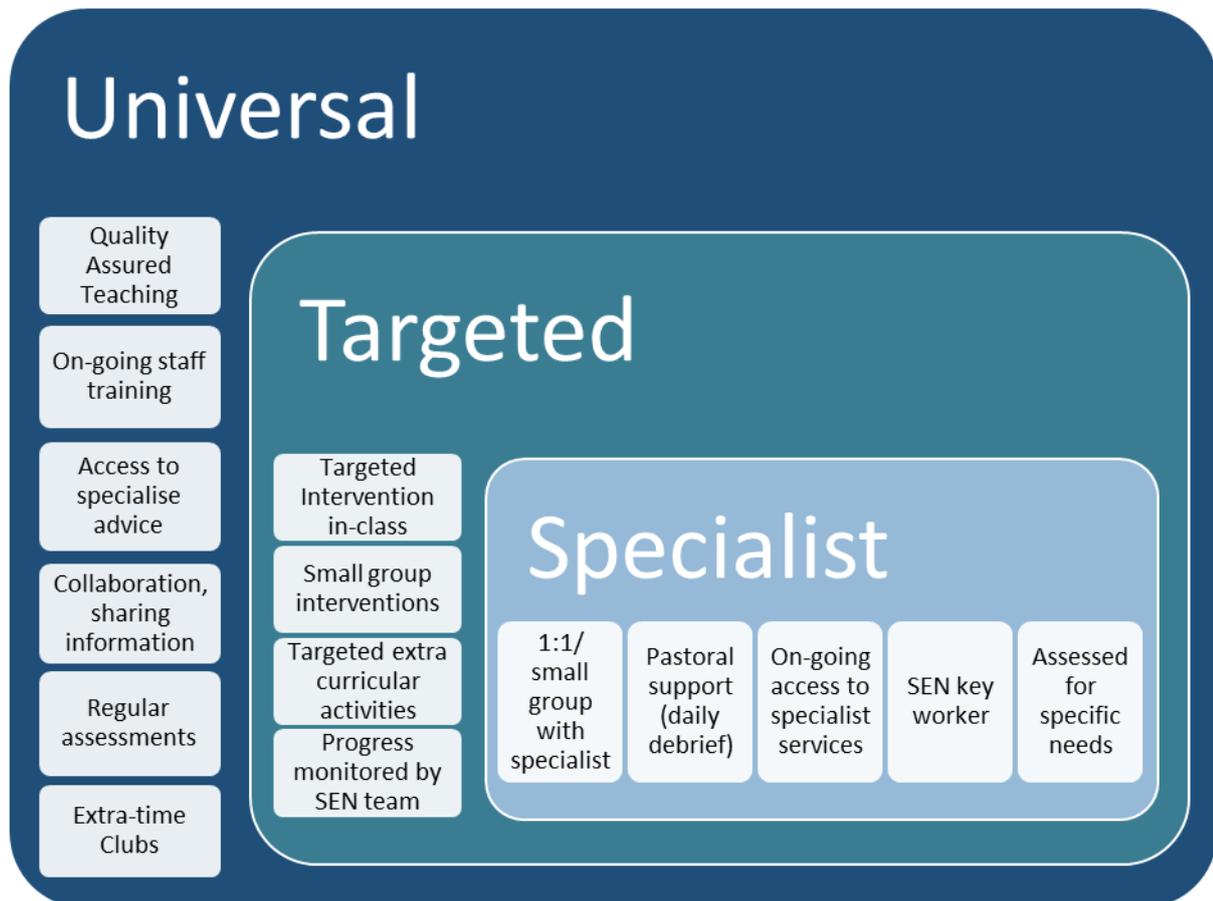
- Universal
- Targeted
- Specialist

Figure 1: Three-tiered approach for student provision

Figure 2: Three-tiered approach, summary

The aims for students with Special Educational Needs (SEN) are the same as for all students. We have high expectations and aim for the highest possible level of achievement for all. Our school values and respects individual differences and is fully committed to inclusion. We aim to include all children and to be positive and constructive in meeting their needs. We work together in partnership with parents and children, incorporating their views. Children are listened to and their views taken into account. Home-school partnerships are valued and encouraged.

At Chipping Norton School we recognise students' varied life experiences and needs. We offer a broad, balanced and relevant curriculum and seek to remove the barriers to learning and participation by ensuring, increasing access to all aspects of school life. We set suitable learning challenges and ensure on-going assessment for individuals and groups of students.

We run a fully extended, inclusive school day including breakfast activities, lunch-time activities and a range of extra-time learning activities. We have strong links with organisations within our community who also provide additional provision for our students including the local hubs, Yellow Submarine and Riding for the Disabled. Students with SEN are encouraged to attend a wide range of activities which cover their full development. Upon occasion, pupils with SEN are specifically targeted to attend specific extra-time learning activities.

We are committed to ensuring that all students are valued and respected and do not tolerate any form of bullying within the school. Please see our anti-bullying policy for further information at http://www.chipping-norton.oxon.sch.uk/index.php/school-information/policies. We also have dedicated counsellors within the school. For further support for students with social, emotional and mental health concerns we can refer to the Oxfordshire Child and Adolescent Mental Health Services at http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/community-camhs/.

All staff members are expected to respect and acknowledge the abilities and attainments of all students; to know which students have SEN, the nature of their needs and how best to meet them. To encourage maximum access to the curriculum for all students we actively promote the development of good practice, embracing differentiation and mixed ability groupings, where possible, so all students are appropriately challenged.

Chipping Norton School believes in the importance of providing effective learning opportunities for all pupils and offers key principles for effective learning.

We also support good practice for inclusion by:
- Taking into account the learning characteristics of all students ;
- Creating the optimum learning environment, for example layout of learning spaces, seating plan, climate and ethos;
- Differentiating tasks and activities: providing support in writing and reading; developing abstract thinking; developing speaking and listening;
- Varying teaching styles – using multi-sensory approaches and challenging questions;
- Taking into account literacy and numeracy across the curriculum;
- Making best use of the additional adult in the class; and
- Planning effectively to meet a range of needs.

All students are entitled to a broad and balanced education including the school curriculum, regardless of their background, gender, race, learning difficulty or disability. Students with SEN learn alongside peers in mainstream classes, although there may be times when it is in the student's best interest to work either individually or in a group, in or out of class.

We are committed to give equal access to learning and tasks are either open-ended or adapted or differentiated to meet individual or group needs within the class. Class teachers in their planning, teaching and assessing take into account the individual needs of all students, and aim to provide a differentiated curriculum where necessary.
Primarily, the SEN team works in partnership with colleagues, ensuring quality first whole class teaching. Support for SEN students is provided across a wide range of curricular areas. Responsibility for planning, lesson delivery and pupil progress and behaviour is shared amongst staff.

In these lessons, Learning Support Assistants will work with targeted students to support their learning and track their progress, as well as supporting differentiation to ensure that all have full access to the curriculum. Where students require additional or different kinds of support, we run short-term intervention programmes (*Targeted support)*. We provide individual support for students who have complex needs or who have significant emotional and mental health needs (*Specialist support)*.

10   How we train our teaching and support staff on SEN.

We understand the importance of training for staff in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff need regular training on aspects of special needs and inclusion to increase their knowledge, skills and confidence.

- We keep staff training needs consistently under review. Each year all staff members discuss their individual training needs at performance management review meetings with their line manager.
- We expect all staff members who work with students with SEN to attend relevant training. We hold regular SEN training sessions for all staff.
- Courses are identified for staff to attend, responding to our students' current identified needs to develop their own capacity. These courses are run by Oxfordshire or by SENDJIT. We also have whole school training on particular SEN issues.
- Staff can request to attend training at any time.

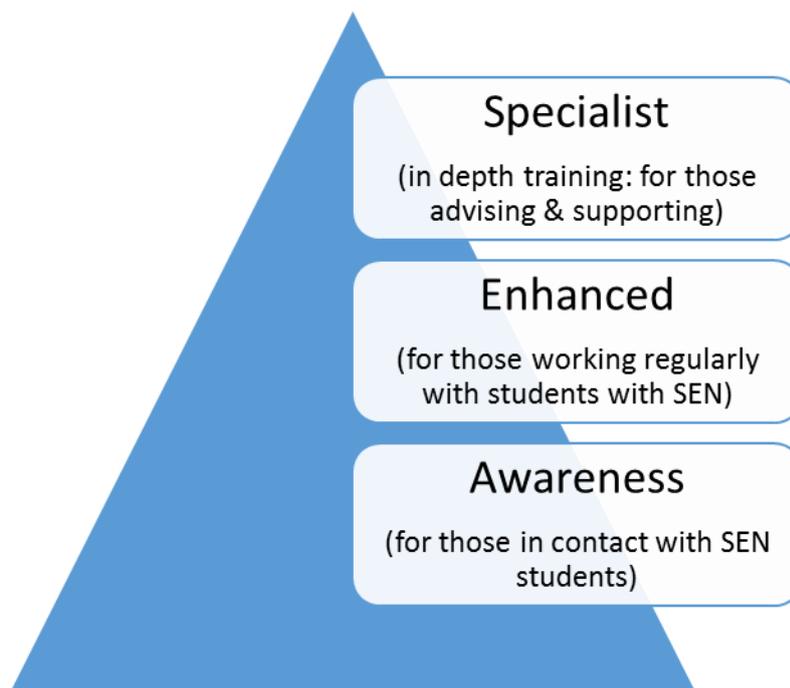We use a three tiered approach to training our staff members:

Specialist
(in depth training: for those advising & supporting)

Enhanced
(for those working regularly with students with SEN)

Awareness
(for those in contact with SEN students)

Figure 3: Three-tiered approach

11   How we use equipment within the School to support students with SEN

The SEN team has invested in various forms of equipment to aid students' access to lessons:

- Teaching room with a set of computers
- Small teaching room
- Access to meeting rooms
- Access to some Leisure Centre facilities (supporting physiotherapy plans)
- Access to Laptops in some learning spaces
- 5 iSense devices
- Claroread Software
- Talk About Software
- Read and Write software (networked)
- Standardised assessments for cognition, motor skills & language
- 3 Posture packs
- Dragon Naturally Speaking Software

There will be occasions when, in collaboration with the school and after a specific assessment, an external specialist may recommend something different from or additional to the usual equipment we offer to students with SEN. An example of this may be a specific type of pen for a student with fine motor difficulties. The school may decide to invest in this recommendation to enable better access to the curriculum for that young person.

12   How we work with parents and carers

The SEN team aims to work in partnership with parents at all times.
- Parents are welcomed into the school.
- There are representatives from the SEN team at all formal school consultation events to offer support and information to concerned individuals.
- We respond to parental advice and concerns.
- Parents are informed if their child is identified as having Special Educational Needs (SEN) and what action the school is taking to meet these identified needs.
- We ensure that parents are fully informed about procedures and their legal rights.
- We share all reports and views expressed in assessments and in reviews. We encourage parents to support their child's learning at home, via our homework policy.

13   How we consult and involve with young people with SEN

The SEN team aims to work in partnership with our students at all times.
- The SEN team runs an open door policy for our young people. We respond immediately to their concerns and will try to sort out issues positively for that young person.
- We respond to student requests for support and keep them informed of the process and the resulting decisions.
- Students are included in decisions for their support.
- We ensure that students are fully informed about procedures and of their legal rights.
- Students contribute to evaluation and review practices.
- We share all reports and views expressed in assessments and in reviews.

14   Complaints procedures

At Chipping Norton School, we adopt a three-tiered approach to concerns or complaints about SEN.

In the first instance if a parent has a complaint about their child's needs and / or the SEN provision their child receives they should contact their child's Form Tutor or Key Worker. This can be done through an email sent to office.4010@chipping-norton.oxon.sch.uk or a phone call made to 01608 642007. In this instance the Form Tutor / Key Worker will inform relevant staff of the concerns raised and action will be taken to rectify the problem. The parent will be contacted about the outcomes of the complaint.

If there are still concerns after a period of time, the parent should then contact the SENCO, Mrs Evans, on 01608 642255 or jevans@chipping-norton.oxon.sch.uk who will investigate the concerns made and review the provision put in place for the child. Parents will be kept in form of any agreed actions.

If for any reason there are still concerns about a child's special educational needs, complaints can be referred to the Headteacher and then the Governing body. We will attempt to resolve all concerns as soon as is feasible and report back to parents the outcomes of any new arrangements that have been organised. The Oxfordshire Mediation Service is also available for all parents of students with SEN: https://www.oxfordshire.gov.uk/cms/content/resolving-dispute-about-sen-decisions.

15 Support Services for parents of pupils with special educational needs

All of the Oxfordshire support services are listed on the Oxfordshire Local Offer at https://www.oxfordshire.gov.uk/cms/public-site/support-services-send.

SENDIASS provides accessible information, advice and support to parents and carers of children with special educational needs. They will support parents and carers who have a problem or disagreement with a school or Oxfordshire Local Authority. They will seek the opportunity for mediation, give an independent opinion and offer support in resolving the issue positively.

Contact details:

SENDIASS
FREEPOST SCE11489
Oxford   OX1 1ZS
SENDIASS@oxfordshire.gov.uk
01865 810516

APPENDIX 1

Roles and Responsibilities in SEN Provision

The **Headteacher** delegates the responsibility for the day to day management of our provision for students with SEN to the SENCO.

The **Special Educational Needs Coordinator (SENCO)** has the responsibility for the day to day operation of our SEN policy and for coordinating provision for student with SEN, including those identified as being the SEN register with an additional educational need or EHC Plan/Statement of SEN. The role includes:
- Ensuring we follow all procedures that are required in the SEN code of practice (2014). https://www.gov.uk/government/publications/send-code-of-practice-0-25
- Keeping up to date with SEN changes and informing staff as necessary;
- Maintaining a list of the students on the SEN register and monitoring their progress;
- Providing advice for staff of all students;
- Working closely with the parents and carers of students on the SEN register; working with our educational psychologist and other agencies as necessary;
- Providing provision maps of interventions for SEN students, evaluating their effectiveness;
- Ensuring that appropriate timetable for all staff in the department are created and updated;
- Ensuring proper examination access arrangements for students who meet the criteria;
- Attending Local Authority SENCO forums;
- Liaising with Oxfordshire's manager for SEN;
- Liaising with the Deputy Headteacher responsbile for pastoral needs about students with social, emotional and mental health needs.

Composition of the SEN team:
- 6 Learning Support Assistants
- 1 SEN Administrator
- 1 Focus Room Coordinator
- 1 Literacy Intervention Coordinator

Our **Focus Room Coordinator** supports all teachers in identifying and implementing strategies for students with diagnosed Social, Emotional and Mental Health Difficulties (SEMH). She has responsibility for:
- Monitoring progress and liaising with parents and carers of students with SEMH;
- Working with named students who have a diagnosis of SEMH, liaising with appropriate staff as to how students may make progress;
- Ensuring their students' integration into the full life of our School, by implementing strategies to meet their needs as defined by their profile of need.

Learning Support Assistants (LSAs) work under the guidance of subject teachers and the SENCO with named students who have an EHC Plan or Statement of SEN. They are responsible for:
- Supporting the students' integration into the whole life of our School;
- Liaising with subject staff in relation to the students they support;
- Supporting the differentiation of work to allow for access to the curriculum;
- Running lunchtime and supporting extra-time learning sessions.

Our **SEN Administrator** works under the guidance of the SENCO to support the effective administration of annual reviews, meetings, SEN files and SEN databases.

Other staff members supporting pupils identified with SEN:
- Deputy Headteacher responsible for pastoral needs
- 3 full-time Core Subject Learning Support Assistants
- 3 Pastoral Support Workers
- 2 School Counsellors

Other External Inclusion Specialists offering interventions within the school:
- School Nurse
- SENSS Advisory Teachers

Other External Links who work with students within Chipping Norton School:

Figure 4: Outside agency support for SEN students in Chipping Norton School

APPENDIX 2

The SEN team at Chipping Norton School

The statutory responsibility for Special Educational Needs rests with the **School Governing Body**; they make sure that students with special needs will have their needs met. The Governors will monitor the SEN systems and the efficient use of resources and will report annually to parents on the implementation of: the SEN policy, Chipping Norton School's Access Plan and issues relating to disability. This is done via the 'link Governor' whose role it is to liaise with the School and then inform the Governing Body. The Governing body works in partnership with parents.

The **Headteacher** has responsibility for the management of SEN and keeps the Governing body and parents fully informed. He works closely with the school's Special Educational Needs Co-ordinator (SENCO).

The **SENCO** works closely with the teachers, having responsibility for the day-to-day operation of the School's SEN policy and for co-ordinating provision for students. The SENCO is responsible for keeping the SEN register up to date. Our SENCO provides support to subject teachers in identifying children with Special Educational Needs, provides advice to teachers on how these needs may be met, and when appropriate, does some direct teaching of children with Special Educational Needs. She also oversees the different range of curriculum programs we offer and co-ordinates: the Annual review process, SEN profiles for students and Special Arrangements for exams.

The **SEN team** liaise with subject teachers, parents and, if necessary, outside agencies in order to meet the needs of our SEN students. Much of their time is spent supporting the delivery of SEN provision in accordance with Code of Practice procedures. They work, either in groups or with individuals, in the learning spaces to support the progress of our SEN students.

All **teachers** are teachers of students with special educational needs. Teaching such students is therefore an School-wide responsibility, requiring an School-wide response. Children spend most of their time in the class; as a result class teachers' ensure their students' needs are met and work is set according to the individuals' ability. Chipping Norton School regards all students as having differing learning needs. As a result, we employ a range of teaching methods to raise the achievement of children with a wide range of abilities / disabilities in each class.

We work closely with **parents**, the **community** and in co-operation with **other professionals** in a multi-disciplinary way: to identify, assess and respond to need. We call upon outside agencies or specialists to support us in our work with SEN students.

Children with Special Educational Needs are seen as being part of a continuum rather than as different from other children. Many children are identified as having Special Educational Needs at some time during their education. At all times, Chipping Norton School staff work as closely as possible with students in order to support their Special Educational Needs.

Chipping Norton School offers a wide range of Inclusion services, with expert staff in several teams.

Figure 5: SEN Team staffing

Figure 6: Wider Inclusion staffing

School Intervention Offer

SEN Need	2nd Wave (small group)	3rd Wave (1:1)
Transition/Vulnerable	*Primary visits *Summer school *Lunch Club	*1:1 Daily Debrief *Transition programme
Literacy	*Guided literacy group (3 x 20 min per week) *Synthetic Phonics (3 x 20 min per week) *Accelerated Reading (1hr per week) *Spelling programme (5x20 min per week)	*1:1 phonics (2x10min daily) *EP consultation *Precision teaching (3 x 10min daily)
Numeracy	*Small group maths support	*3rd Wave Numeracy
Speech & Language	*Language for Thinking *Social Skills *Working Memory Skills *Narrative	*Daily debrief *LACAT/SALT consultation *1-1 SALT programme
Physical Impairment	*Touch-typing	*Physiotherapy (school led) *OT Programme
Social, emotional & Mental health	*Focus Room Support *Nurture Group *Academic Coaching *Individual Behaviour Programme *Differentiated behaviour policy *Mentoring groups	*EP consultation *Counselling *LACAT/SALT consultation
Study Support	* Personal Study Support	*1:1 support

Intervention Process
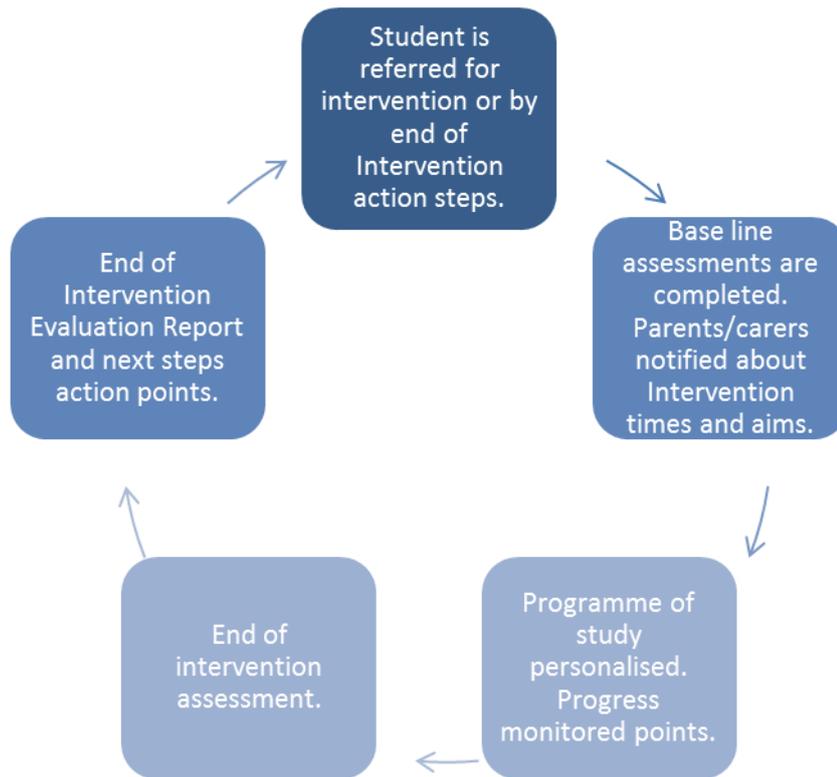
Figure 7: Intervention Cycle in Learning Support

All intervention programmes are subject to the same rigorous quality assurance routines as Chipping Norton School's mainstream lessons. Work is moderated and schemes of learning frequently reviewed and updated as a normal working process of the SEN team. We invite external specialists, such as Educational Psychologists, Advisory Teachers and Speech and Language Therapists, to observe and feedback on our interventions. They are involved in the planning and review of our intervention curriculum. Teachers are regularly given training opportunities and share practice in meetings.

Name and contact details of the SEN co-ordinator:

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