



Europa School UK
Thame Lane
Culham, Abingdon
Oxfordshire
OX14 3DZ
Tel: +44 (0)1235 524060
E-mail: reception@europaschool.uk
Website: <http://europaschooluk.org>

Special Educational Needs and Disabilities Policy

2025-26

Version and Date		Action/Notes
V2	10.06/2018	Updated for Secondary
V3	April 2019	Incorporating IB SEN Policy and special arrangements
V4	April 2021	removing ES references due to loss of accreditation in August 2021
V5	July 2022	Change in SENCO
V6	July 2023	IB world school status for secondary
V7	July 2024	review for academic year 2024-25
V8	July 2025	review for academic year 2025-26
Review Date August 2026		

From the academic year 2023-24 Europa School Secondary will be an IB world school and follow MYP and IB Diploma programmes.

IB Access and Inclusion policy [Access and inclusion policy \(ibo.org\)](https://ibo.org/access-and-inclusion-policy)

Rationale and Aims

Europa School UK is committed to ensuring that appropriate provision is made for every pupil in the school community. We celebrate the inclusive nature of the nature of our school and strive to meet the needs of all pupils -

High quality teaching that is adaptive and personalised will meet the individual needs of the majority of children is the first response to supporting pupils with SEND. Some children need educational provision that is **additional to** and **different from** provision that is ordinarily available for the majority of pupils. This is a special educational provision under Section 21 of the Children and Families Act 2014 and the pupils in receipt of this provision are classified as SEN support.

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

Aim:

The Governors and staff of this school recognise that all children have a right to a broad, balanced, and relevant curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. We aim to enable children to reach their potential, developing the knowledge, understanding and skills that will prepare them for their next stage in education. By doing this we hope to raise aspirations and expectations for all pupils, especially those with SEND.

Objectives:

- To ensure that our curriculum is responsive to all children whatever their individual needs.
- To promote positive attitudes and individual confidence, ensuring all children experience success.
- To identify and provide for pupils with SEN and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that pupils with SEND get the support that they need, taking into account their views.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To work collaboratively with support services, outside agencies and specialists.
- To provide training , support and advice for all staff as often as is appropriate and to ensure that all staff are involved and have responsibility for supporting children with SEN

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in their class and to be aware that these needs may be present in different learning situations. In addition to this all members of staff have important responsibilities in working with children with SEND.

Governing Body.

The Governors of the school, together with the Principal, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with SEN, and for doing their best to ensure that the necessary provision is made for any pupil who has SEN. 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.

An appointed representative from the governing body, Jackie Holderness, together with the SENCO, is actively involved in self-review of the provision for children with special needs and implementation of the policy within the school.

Senior Leadership Team.

Principal: Lynn Wood

Deputy Headteacher with oversight of SEN: Anthony Considine.

The Principal has responsibility for day to day management of all aspects of the school's work including provision for pupils. The Principal and Deputy Headteacher will keep the Governing Body fully informed of Special Educational Needs Issues. The Principal and Deputy Headteacher, in collaboration with the Governing Body, oversees the strategic development of the SEND policy and provision for SEN pupils with the ultimate aim of raising achievement for all pupils with SEND.

Special Educational Needs Coordinator

SENCO: Gill Hudson

The SENCO takes day to day responsibility for the operation of the SEND policy and coordinates the provision for individual pupils, working closely with staff, the Principal, Deputy Heads of Primary and Secondary, Governors, parents and outside agencies, ensuring the best possible provision for children with special educational needs.

Through analysis and assessment of pupils' needs and by monitoring the quality of teaching, and monitoring assessment of pupils' achievements the SENCO develops ways of overcoming barriers to learning and sustaining effective teaching.

The principle responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy coordinating provision for children with SEN
- Overseeing the SEN records of all pupils, including pupil profiles.
- 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; assess, plan, do review.
- supporting class teachers in devising strategies and setting targets appropriate to the needs of the pupils
- helping to identify children with special educational needs, assessing and planning for progress
- acting as Designated lead for LAC

- 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, arranging meetings and providing a link between these agencies, class teachers and parents
- planning the in-service training of staff for SEND needs
- maintaining the school's SEN register and SEN records
- 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
- managing teaching assistants, in liaison with Heads of Primary and Secondary
- supporting the professional development of teaching assistants
- regularly liaising with the SEN Governor
- attending class councils as SENCO.
- working with parent and school management regarding pupil premium. Demonstrating attainment and progress.
- ensuring access arrangements are in place for all internal and external examinations.

Teaching Staff

Class teachers in Primary and Subject teachers in Secondary are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning to meet pupils' needs. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class and subject teachers are responsible for including pupils with SEN, drawing on SENCo advice on assessment and strategies to support inclusion working with children on a daily basis and closely monitoring children involved in interventions away from the main class, working closely with allocated teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching Assistants (TAs)

TAs work as part of a team with teachers and SENCo to support pupil's individual needs and help with inclusion of pupils with SEN in the class. They play an important role in observation and monitoring progress. They contribute to review meetings.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies

COORDINATING AND MANAGING PROVISION

The Heads of School and the SENCo meet weekly to discuss SEN issues. The SENCo meets with class teachers to give support and advice.

SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the Raising achievement Plan. The SENCo tracks provision with a provision map. The SENCo meets regularly with staff, to review progress and give advice, and is involved in the placement of TA support throughout

the school. This is dependent on SEN requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns. The SENCo ensures that staff can easily access the school SEN policy, the SEN register, the overview of SEN provision from the school prospectus, a class SEN file relating to pupils and their provision, including targets.

Parents/guardians are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Education, Health and Care Plans and organises termly reviews including an Annual review, which will involve all interested parties. Where there is a concern that parents need extra support, the staff would refer them to the SENCo. If the situation becomes more worrying, the Strength and Needs process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

Admission Arrangements

Europa School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. The Europa School UK trustees shall ensure that pupils with SEN are admitted on an equal basis with others in accordance with the Europa School's admissions policy.

Where a local authority proposes to name the Europa School in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Europa School UK shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Europa School UK shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of any disagreement between the Europa School UK and a local authority over the proposed naming of the Europa School UK in a statement, the Europa School UK may ask the Secretary of State to determine whether the Europa School UK should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of the Europa School UK in the child's SEN statement or asking the Tribunal to name the Europa School UK, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.

Where the Europa School UK has consented to the Europa School UK being named in a child's statement of SEN, or the Secretary of State or the First-tier Tribunal (Special

Educational Needs and Disability) have determined that it should be named, the Europa School UK shall admit the child to the Europa School UK.

SPECIALISMS AND SPECIAL FACILITIES

Specialist training among the staff

Children's SEN are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate.

All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

There are ground floor classrooms available for pupils who have mobility issues and may need wheelchair access. There are plans to make sure this facility will be part of the site development plan.

Where a child has a disability, the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs and the SENCo makes sure that this advice is accessible to the adults working with the child.

Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy and Accessibility Plan. The SENCo and Governor with responsibility for Special needs liaise to discuss provision within the school for all children with SEN.

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that provision is made, and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

IDENTIFICATION, ASSESSMENT AND PROVISION

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 SENCo.
- 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.

Europa School, as part of normal budget planning, has a strategic and transparent approach to using resources to support the progress of pupils with SEN. Europa School provides targeted support from their notional SEN budget. 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. (SEN Code of Practice 2014)

Identifying Special Educational Needs

The SEND Code of Practice (2015) defined SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision, that is additional to or different from that which is ordinarily available to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others at the same age or
- Have a disability which prevents or hinders them making use of the facilities generally available in school.

The SEND Code of Practice (2015) identifies for broad areas of need

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas of need give an overview of the range of needs we support at Europa School, but we identify the needs of the whole pupil to establish the provision that each child with SEN needs to achieve their potential rather than just by the category in which they are placed.

The progress of the children at Europa School UK is monitored and reviewed at regular intervals by staff as part of the school's tracking process. Where concerns are raised about a pupil's progress additional support is provided by or under the guidance of the teacher. This information will be shared with parents as and when is appropriate, for example at parents' evening.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the teacher will seek advice from the SENCo; considering all the information gathered from within the school about the pupil's progress they, together, will then assess whether a child should be on the SEN register and agree appropriate support.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering may include an early discussion with the pupils and their parents. Europa 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. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, the SENCO and teachers will take action to support effective learning and make reasonable adjustments to help remove barriers and put provision in place, as per the SEN code of practice. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised as necessary as our understanding of the pupil's needs

grows and changes, as their needs change. This is known as the graduated approach, assess, plan, do, review

The SENCo and the class teacher, together with specialists, pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. Reviews of children with SEN support are held 3 times a year with members of the teaching team and parents. The SENCO oversees this process and is able to join meetings as is appropriate. All parents and pupils with SEN are invited to join meetings with teaching staff and pastoral teams.

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.

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a coordinated way with a healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

CURRICULUM ACCESS AND INCLUSION

Europa School UK strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Any pupils with particular needs are included as fully as possible into the normal classroom environment and where appropriate the curriculum is adjusted. Where pupils are withdrawn from class, to work with a TA or the SENCo, this is done sensitively and with a clear intervention or purpose in mind.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of our curriculum and in their personal development.

EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

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

- Monitoring of classroom practice by SENCo and subject coordinators (through team-teaching, observation and data analysis)
- Analysis of pupil tracking data and test results – for individual pupils - for cohorts
- Value-added data for pupils on the SEN register
- Annual monitoring of procedures and practice by the SEN governor

- School self-evaluation
- Monitoring the quality of independent provision trackers and review meetings
- Annual reporting to the governors.

COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Deputy Heads' of School and/or SENCo, to discuss the concern. **SENDIASS Oxfordshire** is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Principal the first instance. Parents may also contact the Governing Body.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnerships within School

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; SENCo and TA meetings; attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development is provided by various higher education institutions and County provision. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of ECTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

Partnerships with Outside Agencies

The school is able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

Partnership with Parents

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 appropriate member of staff, at a mutually agreed time.

There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are part of the review process to monitor provision and progress.

Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents have the right of access to records concerning their child.

Pupil Voice

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Europa School UK we encourage pupils to participate in their learning, by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. Confident young pupils who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years.

Links with other Schools and Transition

Transition from Europa School Primary to Secondary is the expected route of Europa primary pupils.

The SENCo and class teachers liaise over the internal transition of pupils with SEN and pupils visit their new class before transition.

Year 6 children transferring to a different Secondary School have the chance to visit the new school for a day. At all times of transition, SEN information is gathered together, and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

Special Arrangements for External Exams

The SENCO in liaison with the Exams Officer will ensure that special access arrangements, which have been recommended by a qualified person, will be submitted to the appropriate regulatory body following the published and relevant guidance. For the IB, the International Baccalaureate Organisation (IBO) will make the final decision as to whether the special access request is granted. This decision will then be communicated to the student and their parents. The School has discretion in accepting the findings or recommendations of a private or independently commissioned diagnostic assessment for a student. Detailed procedures the School will follow in relation to Exam Access Arrangements are detailed in the Examination Policy. Links to IBO guidelines and regulations are given below.

International Baccalaureate

MYP and IB Diploma [Access and inclusion policy \(ibo.org\)](https://ibo.org/access-and-inclusion-policy)

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.