

SEND Policy



Inspiring a love of learning through
the bonds of family, faith and friendship.

Date: November 2022

Review date: November 2024

'A cord of three strands is not easily broken.' Ecclesiastes 4:12

Together we endeavour to inspire a life-long love of learning enabling everyone to flourish.

We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.

(school vision statement)

Rationale:

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans and SEN co-ordinators (SENCOs)

Introduction

The Special Educational Needs and Disability Co-ordinator (SENCO) is Mrs Julie Perry. There is also an identified link governor responsible for Special Educational Needs and Disability. They ensure that the SEND policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

All children have an equal right to a full and rounded education which will enable them to make rapid and sustained progress. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum and Quality First Teaching (QFT), to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health (SEMH)
- Sensory/physical

(Note: – behavioural needs are dealt with under the school's 'Behaviour Policy' unless they are linked to SEND)

What are Special Educational Needs?

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The school recognises that the needs of higher achieving children should also be catered for and this is dealt with under our Teaching and Learning Policy.

This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

Principles and aims

We aim to

- ensure that all pupils have access to a broad and balanced curriculum
- provide all children with access to quality first teaching
- provide learning which is differentiated according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the school
- encourage pupils with SEND to take as full a part as possible in all school activities
- educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and

ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

Procedural objectives

Special Educational Provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (1993 Education Act, section 156)

- A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- The SENDCO, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met

Identifying Special Educational Needs

Pupil progress is monitored on a daily basis by qualified class teachers who act quickly to identify and address gaps in or barriers to learning. Pupil progress data is collected and analysed, this is normally at the end of each half term. Clear benchmarks are in place for pupils' attainment and a combination of evidence from pupils' work and data analysis alerts teachers and the SENDCO to pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and his or her peers
- widens the attainment gap

The social, emotional and mental health (SEMH) of pupils is monitored through observations made throughout the school day and these observations may lead to the identification of special educational needs.

Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a child being recorded as such. However, they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching therefore initially the individual needs of an identified pupil are met through quality first teaching and in-class differentiation. It is the responsibility of the class teacher to tailor their provision in order to address areas of weakness that have been identified through the school's assessment procedures.

In deciding whether to make special educational provision, the teacher and the SENDCO consider all the information gathered about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on specialised assessments from the specialist teaching team and external agencies. When considering whether special educational provision is required the school starts by working with parents and pupils to identify the desired outcomes including the expected progress and attainment. This information is then used to determine the support that is needed and whether the school can provide it by adapting its core offer or whether something additional is required.

A Graduated Response to Special Educational Needs

Where a pupil is identified as having special educational needs, the school takes action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four part cycle through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. The four key elements to this approach are: Assess, Plan, Do, and Review.

Assess

A thorough assessment of the needs of an individual pupil is carried out drawing information from a wide range of sources including external agencies and the views of the parents.

Plan

Where it is decided to provide a pupil with additional support (following a thorough assessment) the parents, teacher, SENDCO and any other agencies involved agree the adjustments, interventions and support to be put in place. An assess, plan, do, review, plan is written providing details of the expected impact on progress, development and behaviour and includes a clear date for review. This is shared with everyone involved in working with the child and demonstrates good collaboration between home and school.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. The class teacher works closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher with ongoing assessments of the pupils' strengths and weaknesses.

Review

The effectiveness of support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. Reviews take place in collaboration with parents and the individual pupil and support in identifying next steps. As a minimum SEND Support Plans are reviewed and evaluated termly but this may be more frequent where they are used to address shorter term targets.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consult with specialists from outside agencies. We *may* involve specialists *at any point* including early identification of special educational needs and we will *always* request specialist advice where pupils continue to make little or no progress or where they work substantially below age related expectations.

Where assessment indicates that support from specialist services is required, we endeavour to ensure that children receive this as quickly as possible through the Cambridgeshire Local Offer. More information about the local offer can be found by following this link to the Cambridgeshire Local Authority website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Through the Cambridgeshire County Council the school can request the help of specialist teachers from the SEND specialist services.

In addition to the support provided by Cambridgeshire County Council the school can also request support from

- Educational psychologists (NHS)
- Speech and language therapists (NHS)
- Occupational therapists / Physiotherapists (NHS)
- Mental health support services
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team
- Family Support Workers (Locality Team)

- SEN and Disability Information, Advice and Support Service (SENDIASS)

All requests for support are made by the SENDCO or Headteacher.

Requesting an Education, Health and Care Needs Assessment

If a pupil demonstrates significant cause for concern the school can request an Education, Health and Care Plan from the Local Authority (LA). This is a request for additional support above and beyond the provision already made by the school. The school will submit detailed information about the child's progress over time including references to any additional support the child has already received. The evidence submitted by the school will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Progress in the literacy and numeracy national curriculum
- Education and other assessments, for example from a specialist teacher or educational psychologist
- Views of the parents and pupils

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will have their progress formally reviewed each term in addition to the statutory annual review. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

Supporting Pupils and Families

Partnership plays a key role in enabling children and young people with special educational needs to achieve their potential. We value the information, knowledge and experience parents contribute to gain an overall view of a child's needs. All parents of children with special educational needs are treated as partners and given support to play an active and valued role in their child's education. Parental concerns about a child's progress are taken seriously and dealt with sensitively. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and have regular meetings each term to share information and review progress. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO through a school email address which is

jperry@folksworth.cambs.sch.uk or office@folksworth.cambs.sch.uk

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged, where appropriate, to contribute to the assessment of their needs, the review and transition process.

Access arrangements are made for all pupils with special educational needs to ensure that they can take a full and active role in the life of the school. Adaptations are made to teaching and learning methods and additional equipment can be provided if needed. We set aspirational targets for pupils and take all necessary measures to enable these to be met. If necessary, adjustments can be made to tests and examinations so that pupils with special educational needs have the opportunity to perform well alongside their peers.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom

Transition at key points throughout the school is managed effectively to minimise disruption and reduce anxiety. Communication between staff plays a critical role in ensuring that class teachers have a full and in depth understanding of a child's needs well before they enter a new class. As a small school, all staff have a good awareness of individual needs and can adapt their practice accordingly. When a child with special educational needs makes a transition into another school (such as at the end of Key Stage 2) then this is carefully managed to ensure continuity of provision and maintain the confidence of pupils and parents.

Supporting Pupils with Medical Needs

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together details of health and social care needs as well as special educational provision. This may lead to the need for an intimate care plan and a medical plan, but these will always be with the full consideration of the child's needs and with the agreement of parents.

Children with medical needs are supported in accordance with our 'Supporting Pupils with Medical Conditions Policy.' This policy is available on the school website: www.folksworthprimaryschool.co.uk or can be requested from the school office: office@folksworth.cambs.sch.uk.

Evaluation and Review

The SENDCO meets regularly with class teachers, pupils and parents to monitor the implementation of this policy and the impact of SEN support. All identified pupils have individual targets set for their attainment and progress is monitored and tracked on a regular basis. Formal reviews are carried out on a termly basis but informal reviews take place daily in line with the Assessment, Recording and Reporting Policy.

The Head teacher submits termly reports to the Governing Body which gives details of outcomes for SEN pupils.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. Children with special educational needs are admitted to the school in line with the school's agreed Admissions Policy.

Training and Resources

All newly employed teachers have an induction with the SENDCO. The induction process makes clear how this policy should be implemented and where to access support. If the SENDCO identifies teachers or teaching assistants who require additional support in order to meet the requirements of this policy then individual specific training is provided. If a child is identified as having a specific need and teachers or teaching assistants would benefit from further specific training this is identified and provided. This may involve all the staff or just the relevant personnel at the time. All members of personnel who come into contact with a child who has specific needs will receive relevant training; this includes office staff, catering staff and midday supervisors.

Roles and Responsibilities

Parents are expected to work in partnership with the school to share important information and support the implementation of SEND Support Plans and EHCPs.

Pupils are expected to work hard to achieve their targets and share important information about their learning with parents and teachers.

The Governing Body is responsible for ensuring the school has a qualified teacher designated as SENDCO; monitoring the implementation of this policy and the quality of the school's SEN provision; allocating adequate resources to support identified pupils and the delivery of SEND Support Plans/ECHPs and admitting pupils identified with SEN in line with the school Admission Policy.

Teachers are responsible for identifying special educational needs, adapting their teaching and learning methods to meet the needs of pupils, implementing SEND Support Plans and EHCPs, assessing and reporting on the progress of pupils, communicating effectively with pupils, parents and the SENDCO, raising concerns about individual pupils

The SENDCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Storing and Managing Information

All pupils identified with special educational needs have a separate folder. The folders are stored in a locked cupboard. The SEN folders contain assessment information, reports, SEND Support Plans and EHCPs. Each folder also has a front sheet which provides a chronology of events relevant to the pupils' support. When pupils leave the school, the folder is sent to the SENDCO at the new school marked 'confidential.'

Dealing with Complaints

If you wish to make a complaint details about how to do this can be found in our Complaints Policy which is available on the school website:
www.folksworthprimaryschool.co.uk