



# SEND and Additional Needs Policy

<b>Governor Review Date</b>	Autumn 2016
<b>Review Frequency</b>	Annual
<b>Date for Next Review</b>	Autumn 2017
<b>Head Teacher Approval</b>	
<b>Governor Approval</b>	

## SEND and Additional Needs Policy

### 1. COMPLIANCE

This policy complies with the statutory requirements of the 2014 SEND Code of Practice (0-25yrs). It has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice (2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2, 2014;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012.

This policy was created by the school's Headteacher, SENDCO and SENDCO Governor in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with SEND. This policy was also developed in consultation with professionals and SENDCOs from local cluster schools.

### 2. CONTACTS

**Special Education Needs Coordinator (SENDCO):** Sarah Hill

**Role of SENCO in school:** the SENDCO is the designated person responsible for managing SEND provision and pupil outcomes and is a member of the SLT.

**SENDCO Qualification:** working towards the NASENDCo qualification.

### 3. BELIEFS AND VALUES

At Caedmon Primary School, we are an open, supportive and professional team who are committed to ensuring that every child succeeds. We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals.

We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

Caedmon Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential and is committed to providing, for each pupil, the best possible environment for learning.

We believe that wherever possible, children have an equal right to an inclusive education which enables them to fully develop their personal, social and intellectual potential and to experience success every single day. We understand the importance of targeted, appropriate intervention to promote achievement.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. In Caedmon Primary School every teacher is a teacher of every child, including those with SEN.

#### **4. AIMS AND OBJECTIVES**

1. To identify any child with SEND at the earliest opportunity;
2. To ensure that each child with a Special Educational Need and /or Disability can access and gain a positive experience from all aspects of school life by removing barriers to learning and, where necessary, making any other reasonable adjustments to allow them to do so.
3. To ensure the school's philosophy, policies and procedures are underpinned in all of our actions and are actively promoted by all members of our community so that:
  - a) there are high expectations for all children;
  - b) we have in place a consistently applied framework (see 'graduated response') for identifying those children whose individual needs will require intervention;
  - c) those children who are identified as SEND follow a regular cycle of assessment: Assess, Plan, Do, Review;
  - d) accessible systems are in place to record, monitor and track progress;
  - e) we produce a consistent, high level of relevant education for all our children through quality first teaching;
4. To ensure all children, regardless of ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
5. To ensure all learning support and interventions are tailored to an individual's specific needs with a clear focus on pupil outcomes. Targets and outcomes will be routinely shared with the child and parents.
6. To work in partnership with everyone who cares for the individual child to ensure the very best outcomes.
7. To put the child at the centre of everything we do, raise aspirations and expectations and give them a voice.
8. That we make appropriate use of SEND resources (at both SEN Support and EHCP stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.
9. To provide ongoing, relevant staff CPD and training.
10. To produce targets and outcomes that are appropriate to the individual and which are consistently formulated, manageable and are implemented as an integral part of our short-term planning and delivery.
11. To provide a clear structure for the management of specialist support, e.g. timetable for support staff.

#### **5. WHAT IS A SPECIAL EDUCATIONAL NEED?**

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age,*  
*or*

- *b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.*

## **6. WHAT IS A DISABILITY?**

A child has a disability if they ‘have a physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes or epilepsy’ (Equality Act 2010).

## **7. CURRICULUM**

Caedmon Primary School provides a broad and balanced curriculum for all children. Some children may require additional personalisation and differentiation of the curriculum which takes into account and supports their specific learning needs whilst allowing them to share the same experiences as their peers. In-class support is deployed and resources or differentiation are provided to support children with SEND as required. This is co-ordinated by the SENDCO.

Caedmon Primary School has a policy of providing small class-sizes in order to allow for a more personalised approach to learning for all pupils, including those with SEND.

## **8. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice (2014) defines Special Educational Needs as falling into one or more of four categories:

- Communication and Interaction – Autism; Aspergers Syndrome; Speech, Language, communication & interaction difficulties.
- Cognition and Learning – Specific Learning Difficulties (Dyslexia); Moderate Learning Difficulties; Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- Social, emotional and mental health – significant social and/or emotional needs. (NOTE: ‘Mental Health’ replaced ‘Behaviour’ in the new Code of Practice).
- Sensory and/or Physical needs – Hearing Impairment, Visual Impairment, Multi Sensory Impairment, Physical Difficulty.

In practice, individual children often have needs that cut across all of these areas and their needs may change over time. At Caedmon Primary School, we identify and assess the needs of pupils by considering the needs of the whole child, not just their primary need.

The purpose of identification is to establish what action the school needs to take, to enable

parents to be informed and for appropriate resources and interventions to be assigned as early as possible. A special educational need can be identified at any stage of a child's learning journey, however, research tells us that early identification is vital.

### **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the development and progress of all pupils in their class. The approach would be:

#### **1. Short Note**

In the first instance, children who are not making expected progress compared to their peers will be identified as a SEND concern by the class teacher. Initial concerns will be shared, at the earliest opportunity, with parents and the SENDCO in the form of a discussion. As a result of this discussion, a 'Short Note' concern form will be completed. Parents will be given the details of the Local Authority's Information, Advice and Support Service (SENDIAS).

High quality differentiation in the classroom is the first step in responding to pupils who may or may not have SEND. The second step is to implement well-planned interventions, such as BRP, Dyslexikit. The progress of individual children will be monitored over an appropriate period of time. The advice of other professionals may be sought e.g. Educational Psychologist or Speech and Language Therapist.

At this point, the SEND status of the child will be reviewed and advice from specialist services will be sought if necessary.

#### **2. SEN Support Plan**

If all efforts to improve the child's progress are not having the required impact, a more formal approach is needed. Staff will inform parents at the earliest opportunity to alert them to concerns and enlist their consent to the child being placed on the SEND Register. This stage is called 'SEND Support'. The views and opinions of parents are an essential part of SEND registration. We work collaboratively with a range of professionals and we actively encourage parents to speak to us about their child's needs.

The Department for Education recommends a cycle of Identify, Assess, Plan, Do and Review in relation to meeting the needs of all children with Special Educational Needs and Disabilities.

**Assess:** the child's attainment is assessed;

**Plan:** the class teacher will work with parents and children to create a written plan with expected outcomes, actions, responsibilities and timescales (the SEN Support Plan);

**Do:** the class teacher will put the plan into action within the classroom. Additional resources or adaptations may be put in place and interventions may also take place;

**Review:** the class teacher will review the SEN Support Plan with parents and children at three key points during the year and update the SEN Support Plan with new outcomes as appropriate;

#### **3. Education Health Care Plan (EHCP) – formally known as 'Statements'**

If a child is not making progress despite following the graduated response of Assess, Plan, Do, Review (including targeted support and the advice of outside professionals) it may be necessary to move onto the next stage and to make an application for statutory assessment for an Education Health Care Plan (EHCP). Parents will be consulted throughout the process, and the child's views will be sought if appropriate.

The EHC assessment takes up to 20 weeks and could result in the child being issued with an Education Health Care Plan (EHCP). This is a legal document and it usually means that a child requires a higher level of support which would not ordinarily be provided from the basic funding made available to the school.

## **9. MANAGING PUPILS' NEEDS ON THE SEN REGISTER**

Children's needs are recorded and managed in a number of ways:

- SEND register;
- SEND as a user defined group on SIMS to monitor progress;
- SEN Support Plans and EHC Plans;
- Measure of progress for interventions groups;
- Formal SEND reviews three times per year;
- SENDCO to provide support for all teaching staff.

Teachers are responsible and accountable for writing and updating SEN Support Plans working in partnership with parents and other agencies. This is overseen by the SENDCO. The SENDCO is responsible for co-ordinating the EHC Plan reviews.

The SEND budget will be managed effectively by the SENDCO, Headteacher and SEND link governor in order to provide appropriate additional support. The SEND link governor will report progress to the governing body and Ofsted.

How we decide upon the level of provision and the referral process is detailed in the SEND Information Report. This report is available and published on the school website and is attached as an appendix. This document is available in alternative forms.

A range of agreed Local Authority documentation will be completed as appropriate, such as SARF, EHAS.

### **Criteria for Exiting the SEND Register/Record**

If a child has:

- Demonstrated and maintained expected progress;
- Achieved the outcomes set;
- Been discharged from additional, external support following multi-agency reviews;
- Demonstrated that there is no longer a need for intervention.

All children who have exited the SEND register will continue to be monitored for an appropriate period of time. Records will be kept securely and parents will be informed throughout the process.

## **10. WHAT IS NOT CONSIDERED SEN?**

**The following are not classed as SEND**, but we recognise the impact that they have on progress and attainment.

- If the child has a disability (although the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- If the child has poor attendance and punctuality;
- If there are concerns regarding health, welfare and safeguarding;
- If the language of the home differs from the language in which they are taught. However, it may be that, in the short-term, children with little knowledge of English will need extra support to enable them to develop functional use of language;
- If they are in receipt of Pupil Premium Grant;
- If they are a Looked After Child;
- If they are the child of a serviceman/woman;
- If their behaviour is deemed unacceptable (unless there is clear evidence that the behaviour is directly attributed to an underlying social/emotional concern which acts as a barrier towards the child successfully accessing their education or they have a diagnosed mental health need or are in the process of assessment).

Children who are identified as having one or more of the above difficulties are generally considered to be 'vulnerable learners'. Caedmon Primary School ensures appropriate mechanisms and safeguards are in place to closely monitor these children. All staff are aware of their collective responsibility in meeting the needs of vulnerable learners and reporting concerns.

## **11. SUPPORTING PUPILS AND THEIR FAMILIES**

Please refer to the SEND Information Report and Managing the Medical Conditions of Pupils which can be accessed on our website.

The school recognises 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. The school fully complies with the DfE guidance on Supporting Pupils with Medical Conditions.

## **12. TRAINING AND RESOURCES**

Funding for SEND is received from the following sources:

- Payment for pupils on the SEND register;
- Funding from EHCP;
- Pupil Premium;
- Additional money allocated from the school budget.

Funding is used to provide a range of appropriate resources and specialist CPD. Training is planned and organised according to specific need and staff appraisal objectives.

All teachers and support staff undertake induction on taking up a post, and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the Las SENDCO network meetings in order to keep up to date with local and national updates in SEND.

### **13. ROLES AND RESPONSIBILITIES**

#### **The Role of the SENDCO**

The SENDCO, working closely with the Headteacher, SLT and fellow teaching staff is closely involved in the strategic development of the SEND policy and provision. This includes:

- Managing the day to day operation of the school SEND policy and provision;
- Working closely with relevant agencies, partners and other stakeholders;
- Liaising with parents/carers of children with SEND;
- Managing and overseeing the records for all children with SEND;
- Monitoring progress of children on the SEND register;
- Overseeing progress, outcomes, entitlement and statutory reviews within the school;
- Arranging and attending Annual Reviews for all children in receipt of an EHCP/Statement;
- Assisting with transitional arrangements to secondary school and liaising with secondary school SENDCOs;

#### **The Role of Teaching Staff**

All teaching and non-teaching staff should be fully aware of school procedures in relation to children with SEND. The class teacher is ultimately responsible for the progress of all children in their care, including those with SEND. They should:

- Identify any child who requires additional support or who has a SEND (applying the graduated response in relation to all children with additional needs);
- Work closely with the SENDCO to ensure the appropriate provision is being made to promote the emotional, physical and educational well-being of the children in their care;
- Liaise with appropriate outside agencies;
- Contribute to, and/or attend annual reviews for all children in their care with an EHCP/Statement;
- Work collaboratively using target setting, assessment, SEN Support Plans and review cycle within the school to ensure children receive appropriately differentiated and personalised provision;
- Be actively involved in the day-to-day planning for children with SEND for which they are responsible;
- Liaising with teaching assistants regarding the needs and progress of children with SEND and overseeing the work of the teaching assistant with those children;
- To make parents aware when their child is placed on the SEND register;

#### **The SEND Governor**

The SEND governor has due regard to the SEND Code of Practice (0 -25) when carrying out its duties of special educational needs. The governing body endeavours to secure the necessary provision for any pupil identified as having SEND.



### **Further Roles Linked to SEN**

The nominated person for Child Protection is Pete Wiley and the deputy nominated person for Child Protection is Colette Restorick.

The Headteacher is responsible for managing PPG and LAC funding.

### **14. PARENTAL ENGAGEMENT**

We know that better outcomes for a child can only be achieved when everyone works together. By continually engaging with parents, concerns can be addressed and resolved at the earliest opportunity. Children also feel valued when they know that the adults caring for them are working together. We encourage parents to access support from school staff.

### **15. TRANSITION**

Parents can request a meeting with the Local Authority's Information, Advice and Support Service (SENDIAS) to support them through the transition process.

The SENDCO works closely with feeder secondary schools to gather and share information about each child. Parents of children with an EHCP or Statement will be invited to attend a review meeting during Year 6 to ensure a suitable transition plan is in place. This review will be held after the Local Authority have informed parents of the secondary school place allocated to the child, and the secondary school SENDCO will be invited to the meeting.

This plan can include:

- Securing funding for additional support;
- Personalised visits to secondary schools;
- Transition meetings with secondary support staff;

### **16. STORING AND MANAGING PERSONAL INFORMATION**

Each child has a SEND file which is locked away. Any relevant information will be shared with the class teacher. The class teacher may access the file at any time.

Child Protection information is held separately in a locked cabinet. Please refer to the Child Protection Policy for more information.

All information held electronically is password protected.

### **17. ACCESIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For information regarding accessibility, please refer to the Accessibility Policy.

Written information that is normally provided by the school to its pupils can be provided in alternative forms. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

If a parent needs to speak to key staff, an appointment will be made at the next possible opportunity.

## **18. COMPLAINTS**

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

## **19. BULLYING**

The school has a statutory anti-bullying policy. This can be found on the school website or is available upon request from the school office.

## **20. POLICY REVIEW**

This policy will be reviewed annually.

***Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.***

***Any policies that have been referred to in this policy are available on the school website ([www.caedmonprimaryschool.co.uk](http://www.caedmonprimaryschool.co.uk)) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.***