

Special Educational Needs and Disabilities (SEND) Policy



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

SEND Policy

2020

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement with good pastoral care.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

Inclusion

Our Christian Foundation and Values form the basis of our everyday lives. We believe that all children and adults have the right to be treated equally, with respect and with dignity. We aim to prepare children to live harmoniously in a multicultural society, to value their culture and to have respect for other cultures.

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We are committed to giving children equal opportunities to succeed in all subjects by identifying and addressing potential barriers to learning. Staff will plan the content, pace and style of teaching to match the profile of the class and include all learners.

We aim to ensure the core standards in our Equality Statement are an integral part of our inclusive curriculum.

We take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation. Racism in any form is unacceptable in our school.

Our Creative Curriculum

Alongside the specific teaching of the core subjects within the National Curriculum (English, Maths and Science) we aim to ensure that our children develop their personal abilities and attributes alongside subject specific knowledge and skills.

As a result we have based our Creative Curriculum on 3 major Drivers:

DEVELOPING SELF AWARENESS AND MOTIVATION

GROWTH AND INDEPENDENCE

DIVERSITY IN THE WIDER WORLD

With these building blocks we try to ensure that our curriculum is stimulating, challenging, enjoyed by our children while meeting their particular needs, and is creative in its delivery.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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

- a) 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 at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was reformed in new legislation (The Children and Families Act 2014) enacted on the 13th March 2014. This legislation came into force from the 1st September 2014 and was accompanied by a new SEND Code of Practice.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Warwickshire SEND Local Offer website: www.warwickshire.SENDlocaloffer.org.uk The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Warwickshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational

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need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo, Headteacher and Class Teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Teacher Services, Educational Psychology Service, Speech and Language Therapy, Integrated Disability Service (IDS), Child and Adolescent Mental Health Service CAMHS.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams etc.

Responsibility for the coordination of SEND provision

- The person responsible for co-ordinating the day to day provision, and overseeing the provision for children with SEND is Mrs. Eleni Jenks (SENDCo)

Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Warwickshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

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Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs.

We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school endeavours to comply with all relevant accessibility requirements.

Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCo will refer individual applications to the Local Authority who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENDCo, Senior leadership team and governors to agree how the allocation of resources is used.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement and not making sufficient progress will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register – SEND Support. Any concerns will be discussed with parents informally or during parents' evenings.
- h) Parents evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

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This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers and SENDCo
- Outside Agencies (see Objectives above)
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people including from

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education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Warwickshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo and senior leadership team will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the cluster. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating pupil progress and provision

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision, interventions and individual targets are recorded and updated regularly using the school's Plan Do and Review format. These are updated by the class teacher and are monitored by the SENDCo termly and information is fed back to the staff, parents and governors.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and cluster meetings. The SENDCo will signpost relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the class teacher and the child's parents.

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Working in partnerships with parents

Cubbington Church of England Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

The school works in partnership with other schools within the cluster. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Cubbington Church of England Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for pupils with SEND. The SENDCo is the designated person responsible for liaising with the following:

- Warwickshire Education Psychology Service
- Specialist Teacher Services
- Social Services (Headteacher and Early Help Lead also liaises)
- Speech and Language Service (Class teacher also liaises)
- Integrated Disability Service

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

This policy will be reviewed annually.

October 2020

Eleni Jenks