

Community Primary School

Hampshire



SEND Policy

Adopted on:	Oct -25
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Oct 27

Cherrywood Community Primary School

Special Educational Needs Policy

Policy Rationale

This policy is a statutory requirement and complies with the requirements laid out in The Special Educational Needs and Disabilities (SEND) Code of Practice 0–25 (September 2014) (“the Code of Practice”)

It provides a framework for the identification of and provision for pupils with special educational needs and disability (SEND) at Cherrywood. It is written for the benefit of all members of the school community to ensure that the potential of every pupil is maximised, irrespective of current attainment, disability, race, gender, and social origin, and to enable equality of access to the curriculum in an environment where every pupil is valued and respected.

Section 20 of the Children and Families Act 2014 defines SEND as follows:

- *A pupil 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 pupil 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*
 - *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 pupil 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 provisions were not made for them.*

Policy Objectives

The objectives of this policy are to:

- demonstrate that meeting the needs of pupils' learning and/or behaviour is a normal component of high-quality mainstream education,
- plan for any pupil who may at some time in their education have special educational needs through *The Graduated Response*
- promote self-worth and the achievement of potential by encouraging independent learning at all age levels
- give every pupil the opportunity to achieve and be involved.
- identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible
- work in partnership with the pupil's parents and external agencies to provide for the pupil's special educational needs.

Roles and Responsibilities

'Every teacher is a teacher of every pupil or young person including those with SEN' (SEND Code of Practice 2014).

All teachers and members of the school community work towards the school's aims by:

- Using agreed school procedures for identifying, assessing, and making provision for pupils with special educational needs, and
- Sharing a commitment to inclusion and a partnership approach to provision.

The governing body, in co-operation with the head teacher, is responsible for:

- Determining the school's general policy and approach to the provision for pupils with special educational needs
- Establishing the appropriate staff
- Allocating funding arrangements within the available resources
- Maintaining a general oversight of the school's work including reviewing this policy every two years (or sooner if necessary to comply with legal obligations)
- The Governors who are part of the Governing Body's Inclusion Portfolio monitor the provision for pupils with SEN on behalf of the Governing Body.

The head teacher, Mrs Kirsty Lewis, has strategic overview and is responsible for:

- Overseeing the provision for pupils with special educational needs
- Keeping the governing body fully informed
- In conjunction with the senior leadership team, monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The Inclusion Leader and school's SENCo, Mrs Sarah Plascott, is responsible for:

- The day-to-day operation and implementation of the school's SEND policy
- Co-ordinating provision for pupils with SEND, especially for those with Education and Healthcare Plans
- Liaising with and advising teaching and non-teaching staff
- Liaising with parents of pupils with SEND
- Liaising with agencies and external support services
- Contributing to the training of staff in SEND
- Managing the records of pupils with SEND
- Developing and managing the completion of SEND assessment documentation by teaching staff
- Jointly with teaching staff, managing the work of class-based learning support staff working with pupils with SEN
- Managing the work of non-class-based learning support staff who work with pupils with SEN.

Provision

The school follows a graduated response, as required by the code of practice. The school follows a cycle of assess, plan, do review. Through this the school can identify need, plan and implement support, and review and adapt as necessary.

Where a child is identified as being SEND parents will be involved in the reviewing and planning stage of the cycle. This will be done termly during the parents' meeting.

Assess and Identify

The Code of Practice 2014 describes four broad categories of need as

- Cognition and Learning, including Specific Learning Difficulties
- Speech, Language, and Communication, including children on the Autistic Spectrum
- Emotional, Social and Mental Health
- Sensory and Physical difficulties

It is recognised that SEND is not the only factor which may impact on progress and attainment and these other factors are considered before children are identified as SEND. These factors include:

- Attendance and punctuality
- Health issues
- English as an Additional Language
- Having an identified vulnerability, for example, through home circumstances
- Being in receipt of the Pupil Premium funding
- Being open to Children Services, for example, on a Child Protection Plan or being a Looked After Pupil
- Being a pupil of service personnel

As a school we use layers of support (Appendix A) to identify which children require additional support in the classroom to make progress. This also allows teachers to identify the children requiring support outside the realms of 'reasonable adjustment', Layer 3. Within this layer children require specific interventions or support from external professionals, such as Speech and Language Therapy, Occupational Therapy or Educational Psychology involvement.

Planning

Where the school feels it is appropriate to identify a child as SEND then a provision map will be created for this child. Within this the need of the child will be referenced and targets meeting this need will be created. The provision map will outline the intervention and teacher support required. It is important that all support is recorded and not all support is outside of the classroom. The school recognises that most children learn most effectively in class. Therefore, our aim is for all pupils to be working independently, in class, with work that is set at the right level, is suitably

challenging and where necessary, further adapted in order to promote access to learning.

Pupils with SEND and disabilities are entitled to be taught by a qualified teacher. Teachers aim to spend time each day working with all pupils in their class, including those with SEND, individually or as part of a group. When allocating additional support to pupils, our focus is on outcomes, not a specified quantity of adult support: we aim to provide support strategies that enable the pupil to make progress without developing a learned dependence on an adult.

Within this, referrals to external professionals are also made if they are deemed appropriate.

Doing

Interventions and support take place based on what is outlined within the provision map.

Review

This is carried out by the teacher, the SENCo and other adults who have been working directly with the child in line with the plan. Within this we will also assess and plan for the next cycle. Making adaptations which are necessary.

Teachers will also use their professional discretion to monitor progress against targets continuously.

Education Health Care Plans (EHCP)

A small minority of pupils in the school who have significant and long-term difficulties may undergo a multi-agency assessment to establish their specific needs and the range of provision suitable to meet those needs. When applying for an EHCP the school will have completed at least four cycles of the graduated response and will do so in consultation with the parents.

If an EHCP is issued then the school will work collaboratively with the local authority and other professionals to ensure that the appropriate provision and reasonable adjustment is made to support the child. This will be outlined within the EHC document and will be reviewed annually.

Resources

The funding the school receives from the local authority is determined each year according to data regarding the school's population. This aims to distribute local authority funds as equitably as possible between schools according to relative levels of need based on socio-economic and school-specific SEND factors. The school also contributes funding from within the school's annual budget to the provision for special

educational needs. The Inclusion Leader, in consultation with the head teacher, is responsible for the use of resources and deployment of designated support staff.

Resources allocated to meet pupils' SEND aim to promote independent learning and tend to fall within four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Curriculum differentiation and teaching methods including the provision of specialised equipment, where necessary
- Additional human resources

Providing Curriculum Access

All pupils including those with SEND or other educational disadvantages will have access to a broad and balanced curriculum, with the opportunity to participate in all school activities.

The school endeavours to provide this within the realms of reasonable adjustment and using the resources available to them. This will include additional staff training and recruitment of additional expertise should it be available; it being understood that the school may not have the capabilities to fully adjust the curriculum to meet need (for example providing a curriculum which focuses purely on language for a non-verbal pupil with ADHD).

Staff Development

Staff training in relation to SEND is implemented and monitored by the Inclusion Leader in conjunction with the Headteacher and is related to School Improvement priorities and the needs of the pupils.

Staff are given regular opportunities for INSET and to develop their confidence and skills in working with pupils with SEND. Staff will be involved in developing practices which promote whole-school and inclusive approaches to SEND. Early Career teachers (ECTS) will access specific training and induction programmes.

Working in Partnership with Other Agencies

The school accesses the services of a range of external agencies. Where referral is necessary the Assistant Head – Inclusion Leader will liaise with appropriate agencies, having first obtained the permission of parents.

External services include:

- SEND caseworkers
- School Health
- The Educational Psychology Service
- Community Paediatricians

- Local Children's Therapies teams, including Occupational Therapy and The Speech and Language Therapy Service
- The Primary Behaviour Service
- Outreach Services from local specialist provision
- Specialist Advisory Teachers for pupils with Education and Healthcare Plans
- Children's Services
- Child and Adolescent Mental Health Service.
- The Valley Trust Counselling Service

Partnership with Parents

We aim to promote a culture of co-operation with parents through:

- Ensuring all parents are made aware of the school's arrangements for SEND
- Involving parents early once a concern has been raised
- Providing access to the Inclusion Leader to discuss the pupil's needs and approaches to address them on request
- Supporting parents' understanding of external agency advice and support
- Undertaking Annual Reviews for pupils' Education and Healthcare Plans

Pupil Voice

We encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Encouraging self-assessment and independence and incorporating their views in their education

All pupils should be involved in making decisions about their learning where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity.

Transition Arrangements

A range of transition arrangements are in place to ensure successful outcomes for pupils with SEND when they enter the school or move to other setting, including secondary. These include:

- The preparation of transition plans
- Discussion with other schools and external agencies
- Joint information and planning meetings with other schools and external agencies
- Visits to other settings where appropriate
- The development of a SEND Support Agreement with new settings where appropriate

Local authority guidance is followed in respect of the transition of pupils with EHCP and a staff representative from the receiving secondary school (if known) is invited to the Year 5 Annual Review in the summer term.

Links with other schools

The school will ensure that all transfers between schools are planned, monitored, and supported to ensure successful outcomes for pupils as detailed above.

The school will consult the local authority and governing bodies of other schools when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.

The school will collaborate with all other support services and agencies involved with the pupil and with parents and where appropriate make joint planning arrangements.

Complaints

We aim to resolve any concerns that parents may have amicably and any concerns regarding the provision made for pupils with SEND should be addressed in the first instance to the class teacher.

If parents need further advice, they are welcome to arrange a meeting with the Inclusion Leader. If they feel their pupil's needs are still not being met, they should make an appointment to see the head teacher.

If having taken these steps, parents are still concerned, they may contact the Inclusion Governors via the School Office and/or the local authority body, which supports parents of pupils with SEND, *Support for SEND*, which may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of the availability of these services.

The school also has a formal Complaints Policy which can be found on the school website.

Related publications

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (September 2014)*
- *Schools SEND Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with Medical Conditions*
- *The National Curriculum in England Key Stage 1 and 2 framework document*
- *The Teachers' Standards*

Related Policies

- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Pupil Premium Policy

- RHE Policy