

Cavendish Church of England Primary School



Special Educational Needs & Disabilities (SEND) Policy

Signed on behalf of the Governing Body	
Signed: Head teacher	
Date:	Autumn 2022
Date to be Reviewed:	Autumn 2023

This policy has been written with regard to the Children and Families Act 2014, The SEND Code of Practice 2015, The Equalities Act 2010 and meets the statutory guidance Supporting Pupils with Medical Conditions 2014. To be read in conjunction with the School's SEND Information Report.

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Our Vision

In our school Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our school vision statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

1. Aims and Equal Opportunities

Aims

The Special Educational Needs and Disability Code of Practice (DfE, 2014) states that:

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.”*
(Code of Practice, 2014 : 6.1)

We are committed to inclusion: in which the teaching, learning, achievements, attitudes and well-being of **all** children matter. We believe that all children, regardless of ability, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. Successful education is not achieved in isolation but is strengthened through partnerships. Therefore, we actively seek the involvement of:

- staff
- parents
- children
- governors
- external support services

in the creation of a secure, happy and enriching environment. Our purpose is to identify and break down possible barriers to learning to ensure **all** children are supported and encouraged to believe in themselves:

- realising they can work independently
- recognising their own creativity
- having the courage to be curious and challenge themselves
- aspiring to be the best they can be:
 - academically
 - socially
 - emotionally

Our policy and practice reflect the philosophy and fundamental principles in the SEND Code of Practice.

Equal Opportunities

The staff at Cavendish C of E believe that:

- all members of the school community should be treated with respect
- every person should have their individual and diverse needs recognised
- everyone should be given the opportunity to reach their full potential, regardless of gender, ethnicity, religious beliefs and faith tradition, sexual orientation, age or any of the other protected characteristics identified in the Single Equalities Act 2010.

To achieve our aims, we:

- Continually develop our quality teaching approaches and methods of differentiation to support all pupils.
- Maintain high expectations of progress and achievement for all.
- Adopt a whole school approach in the identification, assessment and provision for children with special educational needs.
- Identify need as early as possible, providing support to meet needs.
- Create an environment that is structured and designed to meet the needs of each child.
- Help every child realise their full potential and optimise their self-esteem.
- Encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- Make reasonable adjustments to enable children with disabilities to access all aspects of school life; including breaks, clubs, trips and residential visits.
- View our special needs provision as an ongoing, developing process.
- Develop an effective partnership with families and external support services.
- Use assessment and record-keeping systems that provide:
 - records of progress and attainment
 - information to support planning and implementation of support and interventions.

2. Identification and assessment of pupils with special educational needs

All pupils are entitled to a broad, balanced and enriching curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements, practices and appropriate differentiation, which may include short-term support intervention programmes.

The code of practice identifies four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and / or Physical needs

These areas give an overview of the range of needs that we plan for. Our school identifies the needs of pupils by viewing the child as a whole, not just as their special educational needs.

Areas considered when identifying a possible special educational need:

- Information from families and/or external support services.
- Issues arising in pre-school and the Foundation Stage.
- Difficulty in securing receptive and expressive vocabulary or specific skills; such as literacy development.
- Presentation of persistent emotional or social difficulties which are not improved by the behaviour support techniques usually employed in school.
- Pupil's difficulty in accessing the curriculum at an age appropriate level.
- Results of standardised and/or diagnostic tests.
- Classroom observation.
- Lack of or limited progress, even when teaching approaches are targeted in a child's identified area of weakness.
- Sensory or physical difficulties, which limit the child's progress, despite the provision of specialist resources.

3. A Graduated Approach to SEND Support

Quality teaching, differentiated for individuals, is the first response to pupils who may have SEND.

Teaching is regularly viewed and pupil progress is continually monitored through observations, work scrutiny and termly Pupil Progress meetings. Discussions in these meetings identify those at risk of underachieving, while reviewing the effectiveness and impact of interventions in place to support vulnerable pupils.

Teachers are responsible and accountable for the development and progress of all pupils in their class, including pupils who access support from Learning Support Assistants (LSAs). Pupils are only identified as having a special educational need if they make little or no progress, despite taking part in appropriate interventions, with adjustments and good quality personalised teaching. The teacher and SENCo (Special Educational Needs Coordinator) review all gathered information about the pupil's progress, including assessments to track each pupil's progress from their starting points.

We follow the graduated approach of Assess – Plan – Do – Review (Appendix A). This ensures an ever developing cycle of continuous review and implementation of support actions.

Early Identification

At Cavendish C of E, we recognise the importance of early identification of a special educational need and identifying barriers to learning. This is vital to understanding the child and move their progress forward.

Prior to a child starting in the Reception Class they will be visited by the Reception Class teacher in their nursery setting. If it is deemed appropriate the SENCo will also visit the child and an additional meeting with the family will be arranged. This is an opportunity to discuss any concerns the parents may have, and to find out if the Health Visitor has identified any areas of developmental concern. It is also an opportunity to find out if any other professionals are involved with the child (e.g. speech and language therapist).

Early Assessment

All children are assessed using an on entry baseline and throughout the Foundation Stage, children are assessed using the NFER Reception Baseline Assessment. This enables staff to identify children not making expected progress at an early stage. If a child develops difficulties, as they progress through the school, the class teacher will raise the concern with the SENCo. Reading and number are assessed in the summer term in line with the rest of the school using PIRA and PUMA. All children in Early Years Foundation Stage and Year 1 are screened in Autumn Term for language use and linguistic understanding.

Planning provision

One Page Profiles and provision maps are written within the first few weeks of the new school year. They identify:

- Pupil information: what is important to them or information they may wish others to know
- Class support, teaching strategies and any resources required.

Some children may require:

- Short term targets
- Planned additional provision and/or interventions to be put in place to meet targets and expected outcomes
- Set timescales to review progress of planned intervention.

Provision maps are reviewed half-termly, outcomes recorded and if appropriate next steps and targets identified. Children participate in the creation of their One Page Profile and review process according to their age and abilities.

Teachers liaise with the SENCo to identify the most effective and suitable intervention and how to monitor support and progress. The SENCo uses the information gained from the Assess, Plan, Do, Review cycles to inform referrals to external support services, if required. It is the responsibility of the SENCo to complete and coordinate all referrals.

4. Partnerships with families, pupils and external support services

Partnerships with families

Cavendish C of E recognises the value of working closely with families and understands the crucial role they play in the child's education. They have unique strengths, knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them. We will take account of the wishes, feelings and knowledge of families at all stages. The school will encourage families to recognise that the most effective support for their child is gained when they are open and confident when working in partnership with the school and other professionals. We will support families so they are able to:

- Be actively involved in decision making, supporting the child and to be able to share the child's successes and achievements.
- Engage with the appropriate staff and SENCo.
- Attend any review meetings and make their views known.
- Seek information, support and advice from external support services.
- Understand their rights and the child's entitlement within the SEND framework.

Partnership with families is part of our day-to-day work with all children. It is strengthened through:

- Regular contact and frequent informal chats.
- Taking account of their ideas and views when writing appropriate SEND paperwork.
- Regular parent/family consultation meetings.
- Annual reviews for children with an EHCP (Education, Health and Care Plan).

Pupil participation

Pupil views play an important role within the school and our goal is to provide a person centred approach to meeting the needs of the child.

- Pupils are encouraged to discuss and help create their One Page Profile. This enables staff to understand how each child feels about their needs, things they are good at and how they like to be supported.
- They are involved in reviewing their progress.
- They are actively encouraged to share opinions and celebrate successes with a range of staff, family members and external support services (if involved.)
- Pupils are invited to attend all or part of the meetings that concern them where they are able to.
- If unable to attend their views are sought prior to a meeting.

External Support Services

These play an important role in helping the school identify, assess and make provision for children with Special Educational Needs.

- The school has regular visits from the nominated educational Welfare Officer
- The school may seek advice from specialists who can advise on support for children with for example; sensory impairment, physical, medical or speech and language difficulties.
- Meetings are held with pre-school leaders to support a smooth start to school for children in the Foundation Stage.
- Outreach assistance and advice can be sought through Special Education Services (SES) to support children with a range of needs such as; a specific learning need, Autism or social communication difficulties.
- The school may seek advice from Suffolk Wellbeing service or support from voluntary sector organisations.

5. Responsibilities

Provision for pupils with special needs is a matter for the school as a whole. At Cavendish C of E the role of SENCo is undertaken by the Head teacher who has gained the National Award as a Special Educational Needs Coordinator. It is the school's responsibility to:

- Use our best endeavours to make sure that a child with SEND gets the support they require – this means doing all we can to meet children's special educational need(s).
- Ensure that children with SEND engage in all of the school's activities alongside peers who do not have SEND.
- Discuss with families when we are making special provision for the child.
- Prepare a SEND information report.

The Head teacher / SENCo

The Head Teacher is responsible for the day-to-day management of all aspects of the school, including provision for pupils with SEND. The SENCo will oversee the provision for all special education needs, this involves:

- Manage SEND support stages and reviews
- Liaise with external support services e.g. Educational Psychology and Speech Therapy
- Develop One Page Profiles and provision maps in consultation with teachers and monitor implementation
- Provide advice to all class staff
- Co-ordinate provision for children with SEND
- Provide and/or organise training to meet the needs of staff and pupils
- Liaise with parents
- Maintain a register of children with SEND
- Organise and expand resources for SEND
- Ensure all staff are aware of those children with SEND whose needs are not immediately apparent
- Ensure the requirements of the Code of Practice are adhered to
- Carry out assessments and formal testing of children when needed
- Liaise with schools for transfer of information
- Monitor the standards and progress achieved by pupils with SEND to ensure they reach their potential.

The Governing Body - SEND Governor

The school governors have specific responsibility to:

- Ensure appropriate provision is made for any child with SEND
- Review SEND policy and reports, which they use for monitoring of progress and attainment.
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- Ensure the school has regard to the Code of Practice.

Teachers

All teachers are teachers of children with SEND. Teachers are responsible for:

- The progress and development of all the pupils in their class with SEND
- Ensure LSAs are fully briefed on One Page Profiles, provision maps and needs
- Plan and deliver quality teaching and differentiation as the first step in responding to pupils who have or may have SEND
- Gather information about the child, make initial assessments and complete an internal SEND referral
- Work with the SENCo to decide the action required to enable the pupil to make progress and be successful
- Develop effective relationships with families, keeping them informed of progress
- Encourage pupils to participate in decision-making
- Continuously monitor and assess pupil progress and identify the next steps to learning
- Work with the SENCo to identify their own training needs around SEND, showing commitment to their Continuing Professional Development (CPD).

Learning Support Assistants and Higher Level Teaching Assistants

- Provide relevant focused support on learning and development to identified pupils; in class, small groups or 1:1
- Deliver evidence based interventions
- Develop positive working relationships with pupils, staff, families and external agencies
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend team and service meetings, when required, and undertake appropriate training.

6. Statutory Annual Reviews

A child who has an Education, Health and Care Plan (EHCP) will have a formal review of the EHCP, at least annually. Annual Review meetings are organised by the SENCo with all parties involved in supporting the child. Families and external support services are invited to attend the review. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review meeting
3. SENCo completes report for the Annual Review
4. Local Authority review

A request for an EHC Plan assessment can be made by the school or family, to the Local Authority (LA), if a child is still having significant difficulties despite on-going cycles of Assess, Plan, Do, Review targets and interventions.

7. Admissions, Transfers and Transitions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

When a child is transferring from another school, the school requests records including: pupil profiles, assessments; safeguarding file (where appropriate) and details of any SEND support. The SENDCo will contact the previous school to gain information to support the child and aid transition.

Transition into and within school

We understand how difficult it is for children and their families as they move into a new class or a new school. We do all we can, according to the individual needs of the child, to make transition between classes, including from Pre- School, as smooth as possible. This may include for example:

- Additional meetings for the family and child with the new teacher and if appropriate the SENCo.
- Additional visits to the classroom/school in order to become familiar with the environment.
- Opportunities to take photographs of key people to make a transition booklet.

Transition to Secondary / Upper School

Transition reviews for Year 6 pupils are held as soon as possible in Year 6. We work closely with the Upper school SENCo and inclusion support team to co-ordinate additional visits and the transfer of information. If required external support services will be approached to offer advice or be part of the transition process.

9. Accessibility

Some children in our school may have difficulties accessing the school environment and need additional support and resources. The school is committed to providing an environment that allows children and all members of the school community full access to all school areas at all times. The school is wheelchair accessible throughout and there is a disabled toilet.

Teachers modify teaching and learning as appropriate. For example, they may give additional time to children with disabilities to complete a task. In planning teachers are mindful about providing opportunities for children with disabilities to develop skills in practical aspects of the curriculum. Teachers ensure that work for these children:

- takes account of their pace of learning and equipment they use;
- takes account of the physical effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted, or offers alternatives to those subjects where children may struggle to manipulate certain tools, equipment or materials;
- provides opportunities to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect the child's individual needs and abilities.

10. Supporting Pupils with Medical Conditions

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, residential visits, physical education and Forrester School. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an ECHP which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice 2014 is followed.

The school works closely with medical professionals to inform the teaching and learning of children with medical conditions. We comply fully with the requirements of each child's Health Plan. Please see our policy for supporting pupils with medical needs. Where appropriate a Personal Emergency Evacuation Plan (PEEP) will be issued.

11. Social, Emotional and Mental Health Needs

When a child is experiencing social, emotional or mental health difficulties, Cavendish C of E may provide support in the form of an intervention or preventative strategy. Interventions such as wellbeing and social skills groups may be used to support children's wellbeing and interaction with others. The SENCo has gained the Diploma in Trauma and Mental Health in Schools enabling the school to recognise and offer bespoke early help to pupils in need. If appropriate, external support services may be consulted to support safe and positive access to school life for all. School support is considered when:

- A child exhibits unpredictable, and/or obsessive behaviour.
- A child is struggling to form and maintain purposeful relationships with others.
- A child's behaviour hinders their progress within the curriculum.
- A child's behaviour disrupts the learning of others.
- Parents/carers express concerns.
- Difficulties have been experienced outside of school such as; bereavement or a family breakup.
- There are concerns around anxiety or when a child is struggling to be positive about themselves.

Pastoral support

At Cavendish C of E we aim to meet the differing needs of all children so that each child is equipped with the skills to not only cope with life but to embrace life. To be happy, healthy, resilient and compassionate young people. We aim to:

- To support children to address social, mental, emotional and physical needs.
- To maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment.
- To reassure families their children are being educated in a safe and compassionate environment.
- To encourage pupils to recognise and reflect upon our collective values and themes such as; Generosity, Thankfulness, Responsibility, Courage and Perseverance
- To work with families, support staff, outreach agencies and other schools to ensure the continuity and progress of individual pupils.

To achieve our aims, we:

- Support and work alongside families in addressing concerns impacting on their child's learning and development.
- Work with staff in delivering good pupil support and build upon the caring and respectful relationships that exist between staff, pupils and families.
- Provide support to individual children; listening and talking to children who may need support in a variety of issues, for example, self-esteem and confidence, bereavement, managing feelings, anxieties/worries, separation and developing social and friendships skills.
- Respond to situations as they arise within school.
- Meet with families to discuss issues relating to the child.
- 'Signpost' families to outside services for appropriate provision and support.

12. Use of Data and Record Keeping

All provision for pupils with SEND is recorded and kept in the SEND file. These records may include progress, participation in interventions, outcomes, attendance data and any external services reports. The file is monitored by the SENCo and is passed to new schools as part of our transition process.

13. Complaints Procedure

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher and then the SENCo. If they wish to pursue a complaint they should contact the Head teacher and follow the school's complaints procedure. Under the SEN Disability Act 2001 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service.

14. Links to organisations and information

Our Local Offer details many areas of support which we offer and is available to parents/carers on the school website. This links with Suffolk County Council Local Offer for SEND: www.suffolklocaloffer.org.uk

SEND Code of Practice 0 to 25 years 2014, DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

Children's and Families Act 2014, Part 3: Children and young people with special educational needs and disabilities
<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/ChildrenAndFamiliesActBrief.pdf>

Supporting pupils at school with medical conditions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_with_medical_conditions.pdf

SENDIASS in Suffolk.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0-25 and their parents about education, health and social care.

www.suffolksendiass.co.uk

15. Links to other Policies

- Behaviour Policy
- Safeguarding: Child Protection Policy and Procedures
- Equality and Opportunity
- Accessibility Plan (written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010) outlines the steps the school has taken to prevent pupils with SEND from being treated less favourably than other pupils.
- Supporting Children with Medical Needs Policy
- Teaching and Learning
- Assessment
- Data Protection Policy
- Children with Health Needs who cannot attend School Policy
- Admissions (via Suffolk County Council)

16. Policy development and implementation

This policy was developed by the SENCo, in consultation with the Governors. It is shared with parents via the school website. The policy will be reviewed annually and the implementation of this policy will be discussed at the Governing Body meetings.



Stage 1 : CYP not making expected progress

Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The ADPR cycle then starts again with the updated information.

Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Health Care Needs Assessment

For more information and resources, visit:

www.suffolklocaloffer.org.uk
www.sendgateway.org.uk
www.suffolksendiass.co.uk

www.spcn.org.uk
www.schoolschoice.org
SENDIASS Training

SEND Code of Practice (2015)
www.nasen.org.uk
SCC Inclusion Referral Form

**We have used CYP to indicate children and young people aged 0-25*