



SEND and Additional Needs Policy

Governor Review Date	Summer 2020
Review Frequency	Annual
Date for Next Review	Summer 2021
Head Teacher Approval	
Governor Approval	

Caedmon Primary School 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, Special Educational Needs Coordinator (SENCO) and SEN Governor in liaison with the Senior Leadership Team (SLT), all staff and parents/carers of pupils with SEND. This policy was also developed in consultation with professionals and SENCOs from local cluster schools.

2. CONTACTS

Special Education Needs Coordinator (SENCO): Mrs Sarah Hill. Tel: 01642 453187

Role of SENCO in school: the SENCO is the designated person responsible for managing SEND provision and pupil outcomes and is a member of the Senior Leadership Team.

SENCO Qualifications

In addition to qualified teacher status, Mrs Hill – SENCO - holds the following qualifications:

- National Award for Special Educational Needs (NASENCO) qualification
- Postgraduate Certificate in Vulnerable Learners and Inclusion.

3. VALUES AND BELIEFS

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/carers and other professionals.

We have high academic/vocational and technical ambition for all pupils and our SEND children will not be offered a reduced curriculum.

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 special educational needs.

4. DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Definition of Special Educational Needs:

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.

Definition of 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).

5. POLICY AIMS AND OBJECTIVES

- To identify any child with SEND at the earliest opportunity;
- 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.
- 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:
 - there are high expectations for all children;

- we have in place a consistently applied framework (see 'graduated response') for identifying those children whose individual needs will require intervention;
- those children who are identified as SEND are taught using the cycle of: Assess, Plan, Do, Review;
- accessible systems are in place to record, monitor and track progress;
- we produce a consistent, high level of relevant education for all of our children through quality first teaching;
- To ensure all children, regardless of ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
- 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/carers.
- To work in partnership with everyone who cares for the individual child to ensure the very best outcomes.
- To put the child at the centre of everything we do, raise aspirations and expectations and give them a voice.
- That we make appropriate use of SEND resources (at both SEN Support and EHC Plan stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.
- To provide ongoing, relevant staff training.
- 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.
- To provide a clear structure for the management of specialist support, e.g. timetable for support staff and any interventions.

6. 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 SENCO in consultation with the Senior Leadership Team.

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.

7. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. At Caedmon Primary School, we recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. We identify children with SEN as early as possible, by assessment at the start of their school life. Pupils who transfer to us from other schools are assessed quickly and any additional needs are identified and shared with parents.

The purpose of early identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

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

Communication and Interaction – *Autism; Asperger's Syndrome; Speech, Language, communication & interaction difficulties.*

These children have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – *Specific Learning Difficulties (Dyslexia); Moderate Learning Difficulties; Severe Learning Difficulties and Profound and Multiple Learning Difficulties.*

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health – *significant social and/or emotional needs. (NOTE: 'Mental Health' replaced 'Behaviour' in the new Code of Practice).*

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical needs – *Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Difficulty.*

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

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:

STEP 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/carers and the SENCO in the form of a discussion. As a result of this discussion, a 'Short Note' concern form may need to be completed. Similarly, if a parent

raises an initial concern, this will be recorded as a Short Note and followed up accordingly. After this discussion, parents/carers will be given the details of the Local Authority's Information, Advice and Support Service (SENDIAS). The child's name will also be added to our 'Vulnerable Learners' list. In some cases, a SEN Support Plan may be initiated or an application for statutory assessment for an Educational Health Care Plan may be initiated (see below). Parents will be consulted throughout this process, and the child's views will be sought (if appropriate).

High quality differentiation in the classroom (quality first teaching) is the first step in responding to pupils who may or may not have SEND. We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

The second step, if appropriate, is to implement well-planned interventions. The progress of individual children will be monitored over an appropriate period of time and compared to national data and expectations of progress. The advice of other professionals may be sought e.g. Educational Psychologist or Speech and Language Therapist.

STEP 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/carers 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/carers are an essential part of SEND registration. We work collaboratively with a range of professionals and we actively encourage parents/carers 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
Plan
Do
Review

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 the parents. The pupil's views and, where relevant, advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, the SENCO 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 and 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 on the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be sought 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 their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making necessary amendments going forward, in consultation with parents and the pupil.

STEP 3: Education Health Care Plan (EHC Plan) – 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/carers 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.

8. TRIGGERS FOR FURTHER INTERVENTION

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that year group
 - the attainment gap between the child and their peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.

- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas.
- low scores in diagnostic testing – by multi agencies
 - emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes & counselling.
 - self-help skills, social and personal skills inappropriate to the child's chronological age.
 - diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
 - for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
 - parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
 - other adults' concerns e.g. from medical services, Educational Psychologist, School and Children's Centre Family Liaison Officer.

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 intervention groups;
- Formal SEND reviews three times per year;
- SENCO provides support for all teaching staff.

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

The SEND budget will be managed effectively by the 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. This document is available in alternative forms.

Local Authority documentation will be completed as appropriate.

10. CRITERIA FOR EXITING THE SEND REGISTER

If a child has:

- Demonstrated and maintained expected progress;

- Achieved the outcomes set and no longer requires provision that is additional to, or different from, the provision for other pupils
- 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/carers will be informed throughout the process.

11. 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 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. Please refer to the SEND Information Report and the policy for Supporting Pupils with Medical Conditions, which can be accessed on our website.

12. TRAINING AND RESOURCES

Funding for SEND is received from the following sources:

- Payment for pupils on the SEND register;
- Funding from EHC Plan;
- 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 attend an induction on taking up a post and this includes a meeting with the SENCO to explain and update 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 SENCO regularly attends the Redcar and Cleveland SENCO network meetings in order to keep up to date with local and national updates in SEND.

13. TRANSITION

Transition arrangements for every year group take place the end of the academic year. This is an opportunity for the children to experience the new routines and to form positive relationships with the staff members they will be working with. Where additional support is needed for transition, each school will assess the needs of the child and offer a personalised transitional package. This may include enhanced transitional visits with new class teachers, counselling or therapy groups, regular meetings with teachers or a pupil passport.

Throughout the transitional periods, children with communication and interaction barriers are considered carefully, particularly those with Autism Spectrum Disorder (ASD). In some cases, an

individual school may sought support from external services such as the Specialist Teaching Service.

When a SEND child is transitioning from a primary setting to a secondary setting, the SENCO of each school will make contact with the appropriate Year 7 manager or SENCO of the new setting. Although secondary schools offer slightly different transitional packages, each school within the trust will share relevant SEND information and inform the new setting of the child's history.

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

14. ROLES AND RESPONSIBILITIES

The SEND Governor

The SEND governor has due regard to the SEND Code of Practice (0 -25). The governing body endeavours to secure the necessary provision for any pupil identified as having SEND.

The Role of the SENCO

The SENCO, is the key person who manages the day-to-day operation of this policy. The role encompasses the following:

- Co-ordinates the provision for, and manages the day to day operation of the school SEND policy and provision;
- Supports and advises colleagues
- Managing and overseeing the records for all children with SEND;
- Liaising with parents/carers of children with SEND;
- Liaises with all external agencies and support services
- Monitors and evaluates the progress of children on the SEND register;
- Manages a range of resources to enable appropriate provision for all children with SEN
- Ensures that the school is kept up-to-date with legislation and statutory requirements in respect of SEN provision
- Contributes to the professional development of all staff
- Arranging and attending Annual Reviews for all children in receipt of an EHCP
- Assisting with transitional arrangements to secondary school and liaising with secondary school SENCOs;

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 class, 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);
- To make parents/carers aware when their child is placed on the SEND register;
- Work closely with the SENCO and parents 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;
- Work collaboratively using the SEN review cycle within the school to ensure children receive appropriately differentiated and personalised provision;

- Liaising with teaching assistants regarding the needs and progress of children with SEND and overseeing the work of the teaching assistant with those children;
- Contribute to, and/or attend annual reviews for all children in their care with an EHCP;
- To work closely with parents/carers and to share information formally three times per year.

15. 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 Safeguarding and Child Protection Policy for more information.

All information held electronically is password protected.

16. ACCESSIBILITY

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 Plan.

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/carers' 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.

17. 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.

18. 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) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.