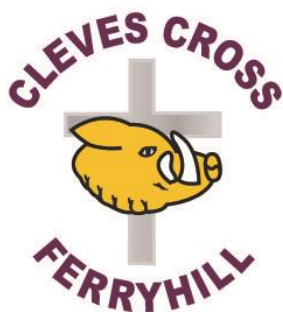


Cleves Cross Primary School

SEND Policy 2018



Reviewed Date: May 2018
Headteacher: Mrs. A Lazenby
Chair of Trust: Mrs. Helen Andrews
Chair of LGB: Ms. G Newby

A member of the Cleves Cross Learning Trust



Special Educational Needs Policy September 2018
(in line with the Code of Practice
2014)

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

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 them. A child or young person has a learning difficulty 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 the educational facilities of a kind generally provided for others the same age in mainstream schools.

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 they will be taught.

More details about the reforms and the SEND Code of Practice can be found on the Department of Education's website:

<https://www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities>

Information regarding EHCP can be located on Durham's Local Offer Website

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

The SEND (Special Educational Need and Disability) 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 services and provision that are available both to those families in County Durham that have an Education Health and Care Plan (EHCP) and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as provided by the private, voluntary and community sectors.

Cleves Cross Primary School is an inclusive school where everyone is made to feel welcome and the rights of children are respected. We set out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation. (Articles: 1, 2, 3, 12, 13, 16, 17, 23, 28, 29 Unicef RRC)

1. **AIMS AND OBJECTIVES** "Every Teacher is a Teacher of SEND"

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure we celebrate the wide range of achievements of the children.
- Equip children with the skills and attributes necessary for adult life.
- Create a welcoming and supportive atmosphere for parents.

Objectives:

- **Staff members seek to identify the needs of children with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to entry into the school. Where needs have not been previously identified staff will report their observations to the Special Education Needs and Disabilities Co-ordinator (SENDSCO).

- **Monitor the progress of all children-** in order to aid the identification of children with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure they reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their 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 school alone cannot meet the child's needs. Cleves Cross Primary School receives further support from agencies such as: Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAHMS), Occupational Therapy, Cognition and Learning Support Team and The Sensory and Physical team.
- **Create a school environment where children can contribute to their own learning** by offering all children the opportunity to voice their own opinions. This is achieved by developing positive relationships with adults in school and careful monitoring the progress of all pupils at regular intervals. A sense of team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, sports teams and other clubs).

2. Responsibility for the co-ordination of SEND provision

- Mrs. Atkinson (SENDCO) is responsible overseeing the day-to-day provision of education for children with SEND.

3. Arrangements for coordinating SEND provision

- Mrs. Atkinson will hold a copy of all signed documents detailing all SEND support records such as the SEND register, EHCP, Supported Planning Documents (SP) , Quality First Teaching notes (QFT) and, with parental consent, My Story Documents.

All staff can access the following documents on the school's online system:

- The Cleves Cross Learning Trust SEND policy
- A copy of the full SEND register
- EHCP, Supported Planning documents and QFT note templates, records of intervention and evaluation forms
- Guidance on the identification of SEND as in the Code of Practice
- Practical advice, teaching resources and information about strategies for supporting children with SEND.

SEND class file: All teachers will keep an up-to-date SEND file in their classroom containing:

1. A list of children with additional needs (SEND and QFT and/or Social & Emotional (S&E) needs;
2. Completed additional needs sheets – updated twice yearly (Dec and July);
3. SEND policy;
4. Whole class provision map;
5. Records of intervention sheets and intervention overview;

6. Tracking- data referring to SEND and QFT children,
7. Notes from meetings with parents (these can also be signed documents) and
8. Evaluations of interventions.
9. The file is ordered EHCP, SP and QFT and all documentation signed by parents and staff and dated.
10. The file is accessible to all staff working with the children identified and the Senior Leadership Team.

4. Admission Arrangements

Please refer to the information contained in our school prospectus/website.

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.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition is offered.

5. Specialist SEND provision

Cleves Cross Primary is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion see Section **11**.

In our school, we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Identification of pupil needs

Identification: See definition of **Special Educational Needs and Disabilities** at start of policy. **A graduated approach: “Every Teacher is a Teacher of SEND”.**

Quality First Teaching: ‘The baseline of learning for *all* pupils’.

1. Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
2. 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.
3. The 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 the provision and teaching style that needs to be applied.
4. The SENDCO will be consulted as needed for support and advice and may wish to observe pupils in class.
5. Through the above actions it can be determined the level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register, they may also fall into this category, as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child’s development under which they are monitored. Parents are encouraged to share information and queries with the school.

8. The child is monitored if a parent or teacher raises concern but this does not mean that your child is on the school's SEND register. Concerns are regularly discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference in a 'QFT' note.
9. Reviews of the 'QFT' note with teacher and parents are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on individual progress.

7. SEND Support

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

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

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes. A Support Plan is used as a framework for this process.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This will draw on subject assessments, teacher observations, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are 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

When it is decided to provide a pupil with a SEND support plan, parents will be involved in writing this with the class teacher and SENDCO (initially). Agreement is reached on the interventions and support that are required; the impact of progress, development and or behaviour that is expected and a clear review date. (Min of 3 times per year). Parental involvement is vital, 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 provided, any particular teaching strategies/approaches that are being employed and outcomes sought.

A **signed** copy of the support plan will be stored in the classroom SEND file and the child's individual SEND file.

Do

The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream class. They will work closely with teaching assistants, and relevant specialist staff to plan and assess the impact of the support interventions and links with classroom teaching. Support with further assessments

of the pupil's strengths and weaknesses, problem solving and advising implementation of effective support will be provided by the SENDCO.

Review

Reviewing the progress will be done at regular intervals, as arranged with parents in the support plan. The review process will evaluate the impact and quality of the support and interventions. The SENDCO and class teacher will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents.

8. Referral for an Education and Health Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing need, to planning 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 involving parents, SENDCO and class teacher.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local offer:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

9. Education, Health and Care Plan

1. Following Statutory Assessment, Durham County Council will provide an EHCP, if it is decided that the needs of the individual are not being met by the support that is ordinarily available.
2. Parents have the right to appeal against the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHCP 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 child.

The **Annual Personal Review** enables provision for the child to be evaluated and, where appropriate, for changes to be put in place. Support is timetable with EHCP outcomes in mind.

For further information, please contact the SENDCO or Headteacher.

10. Access to the curriculum, information and associated services

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate the pupil with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with parents for other flexible arrangements to be made.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENDCO, Headteacher and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring 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.
- Individuals or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The Headteacher, Mrs. Alison Lazenby, oversees the policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services.

12 Evaluating Success of Provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Further feedback from parents can be given at any time.

13 Complaints Procedure

Refer to the general Complaints Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or Headteacher who will be able to offer advice on formal procedures for complaint if necessary.

14. In service training (Continued Professional Development [CPD])

We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with SEND issues.

The SENDCO attends relevant SEND courses and network meetings, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All teaching assistants are offered training opportunities through a range of local agencies working with specific students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 12).

15. Links to support services

The school continues to build strong relationships and links with external support services in order to fully support 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 and Headteacher who will then inform the child's parents.

16. Working in partnership with parents

We believe that a close working relationship with parents is vital in order to ensure:

- Early accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

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 Special Educational Needs and Disabilities Information and Advice Support Service where advice, guidance and support may be required.

The school's SEND named governor Mrs. Emma Woodall may be contacted (via the school) in relation to SEND matters.

17. Links with other schools

The school is a member of ***The Cleves Cross Learning Trust*** and works with **Rosa Street Primary School**. This enables the trust to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Where a student has a current EHCP there is a legal requirement to hold a review at the point of transition, plans are drawn up in accordance to parental, pupil and staff views and follow the actions identified in the Review Meeting.

Links with organisations

Cleves Cross Primary School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCO and Headteacher are designated persons responsible for liaising with the following:

- Durham Educational Psychology Service
- Behaviour Support Services

- Emotional Wellbeing Services
- Speech and Language Services
- Cognition and Learning Services
- Communication Services
- Sensory Impaired Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up-to-date with legislation.

In cases where a child is under observation or is a cause for concern, focused meetings will be arranged by the appropriate agency. Parents will normally be invited to and informed about, any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed Alison Lazenby (Headteacher)

Signed Janine Atkinson (SENDCO)

Signed Glenys Newby (Chair of Governors)

To be reviewed May 2020