Special Educational Needs and Disability (SEND) Policy

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1. Rationale

At St Helen's Primary School we believe that it is every child's right to achieve his/her full potential. We recognise that the majority of children should achieve this through our normal 'adapted' curriculum, but that there are also some children whose learning or behaviour requires special provision.

2. Introduction

The Special Educational Needs and Disabilities Coordinator (SENDCO) for St Helen's School is Mrs. Aliss Cracknell. The governor responsible for Special Educational Needs and Disabilities is Dr. Chris Jones. It is their responsibility to ensure that the SEND policy is delivered within the guidelines and inclusion policies of the 2015 Department of Education SEND Code of Practice, the Local Education Authority, and other policies within school.

All children have an equal right to a full and rounded education which will enable them to make rapid and sustained progress. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum. There are four areas of need identified in the Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health (SEMH)
- Sensory/ physical

(Please note – behavioural needs are dealt with under the individual school's Behaviour Policies unless they are linked to SEND)

3. What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is defined as a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means education or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a young person, is also to be treated as special educational provision. (Code of Practice 2015)

St Helen's school also recognises that the needs of higher achieving children should also be catered for and this is dealt with under our Teaching, Learning and Assessment Policy.

This SEND policy details how we aim to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities, and that those needs are known to all who are likely to work with them. We ensure that teachers can identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have such needs.

4. Aims and Objectives

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities (including extra-curricular opportunities) alongside pupils who do not have special educational needs
- To ensure high levels of confidence and partnership by requesting, monitoring and responding to parents/ carers and, if appropriate, pupils' views
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To facilitate full inclusion in all school activities for pupils with medical conditions (where this impacts on SEN/disability) through consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum by making reasonable adjustments
- To meet the needs of vulnerable learners by working in cooperation with the Local Education Authority and other outside agencies to deliver a multi-professional approach

5. Legislation & Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation: - Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

6. Identifying Special Educational Needs

Pupil progress is monitored daily by qualified class teachers who act quickly to identify and address gaps in or barriers to learning. Pupil progress data is collected and analysed at three key points throughout the school year, normally at the end of each term. Children also take termly assessments in reading and maths, the results of which are added to the progress data. Clear benchmarks are in place for pupils' attainment. A combination of evidence from pupils' work and data analysis alerts teachers and the SENDCO to pupils who are making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupils' previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

The social, emotional and mental health (SEMH) of pupils is monitored through quantitative assessments, as well as observations made throughout the school day. These observations and assessments may lead to the identification of special educational needs.

Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a child being recorded as such. However, they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability. Some

learning difficulties and disabilities occur across a range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted teaching for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching and therefore, the individual needs of an identified pupil are initially met through quality first teaching and in-class adapted teaching. It is the responsibility of the class teacher to tailor their provision in order to address areas of weakness that have been identified through the school's assessment procedures. Class teachers will discuss identified pupils with the SENDCO who will offer advice and support. The SENDCO will observe the child in class, work with the class teachers to scrutinise samples of work and offer practical strategies for class teachers to implement. Thereafter, class teachers and the SENDCO will continue to work together to monitor the child's progress until either the problem is solved, or further advice needs to be sought.

In deciding whether to make special educational needs provision, the teacher and SENDCO consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we can draw on specialised assessments, working with the specialist teaching team and external agencies.

When considering whether special educational provision is required, the school starts by working with parents and pupils to identify desired outcomes including the expected progress and attainment. This information is then used to determine the support that is needed and whether it can be provided in school by adapting the core offer, or whether something additional is required. Before any provision is started, the information gathered and proposed additional provision will also be shared and discussed with parents, allowing their views and inputs to shape the plan. Where appropriate and possible the pupil's views and ideas will also be included.

7. A Graduated Response to Special Educational Needs

When we identify that a pupil has special needs and this has been discussed with parents, we place them on the Special Needs Register. The school formally recognises that the child needs SEND Support and takes action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. The four key elements to this approach are: Assess, Plan, Do Review.

Assess
A thorough assessment of the needs of an individual pupil is carried out, drawing information from a wide range of sources including teaching staff, the views of parents and if appropriate the views of the child.

Plan
Where it is decided to provide a pupil with additional support, the parents, teacher, SENDCO and any other agencies involved agree the adjustments, interventions and support to be put in place. A plan is written providing details of the expected impact on progress, development and behaviour and includes a clear date for review. The plan is shared with everyone working with the child and should facilitate good collaboration between home and school.

Do
The class teacher remains responsible for working with the pupil daily. Even where interventions involve smaller group or one to one teaching away from the main class, they still retain responsibility for the pupil. The class teacher works closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher with ongoing assessments of the pupils' strengths and areas needed to develop.

Review
The effectiveness of support and interventions and their impact on the pupils' progress is reviewed in collaboration with parents and the individual pupils. A child on the SEND register will have three SEND review meetings termly. The SENDCO will attend this meeting if required. The child's progress is discussed, and new targets are agreed.

8. Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupils' area of need, the school will work with parents to complete a 'Required Information and Consent' form or an Early Help Assessment, identifying which outside agencies will be consulted.

Where assessment indicates that support from specialist services is required, we endeavour to ensure that children receive this as quickly as possible and parents will be kept informed throughout the referral process.

Through the Cambridgeshire County Council, the school can request the help of specialist teachers from the SEND specialist services. A limited amount of SEND Specialist Service time is allocated to the school, which allows access to a Specialist Teacher and an Educational Psychologist. The SENDCO helps to decide upon the priorities for this involvement.

In addition to this the school can also request help from:

- Speech and Language Therapists
- Occupational therapists/physiotherapists
- Child and Adolescent Mental Health Service
- School Nursing Team
- Education Inclusion Family Advisor
- Early Help Support Officer
- SEN and Disability information, Advice and Support Service (SENDIASS)

Details of the Local Authority SEND offer can be found at
https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25

All requests for support are made by the SENDCO, Mrs Aliss Cracknell.

9. Requesting and Education, Health and Care Needs Assessment

If a pupil demonstrates significant cause for concern, the school can request an Education, Health and Care Plan (EHCP) assessment from the Local Authority (LA) this usually represents approximately 6 months of work.

The school will submit detailed information about the child's progress over time, including references to any additional support the child has already received. The evidence submitted by the school will include:

- Evidence of a Graduated Approach through ASSESS-PLAN-DO-REVIEW (APDR) as described in the Code of Practice 2015. The number and timings of APDR cycles will depend on individual circumstances of the child.
- Evidence of a Graduated Approach through Individual Behaviour Plans (or Risk Reduction Plans) as recommended by Cambridgeshire Steps which is the preferred approach to managing children's behaviour within Cambridgeshire.
- Evidence that the child has not made the educational progress expected of them in basic academic attainments (reading, writing, maths or developmental milestones in younger children and Early Years Foundation Stage (EYFS) prime areas) despite the support provided via the graduated approach at SEN Support.
- Evidence that the child has not made the progress expected of them in terms of their health needs (mental health and wellbeing) or social needs despite the support provided via the graduated approach at SEN Support.
- Evidence that where progress has been made, it has only been the result of much additional intervention and support **over and above** that which is normally provided to meet the SEND needs of a child/ young person. A costed provision map will show how additional funding has been used to support this child.
- Evidence that there is active involvement of the child/ young person and his/her parent/carer in the Assess Plan Do Review cycle.
- Evidence to show that the school has effectively used its own internal staff expertise and support and, where appropriate and available, specialist professional advice external to the setting, for example, paediatric health or Cambridgeshire SEND Services (0-25).
- Evidence of how the school has taken into account the support needs of a child whose first language is not English.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children who have an EHCP will have their progress formally reviewed in a statutory annual review, in addition to regular monitoring. When this coincides with transfer to secondary school, the SENDCO of the secondary school will be invited to attend the relevant annual review meeting.

10. Supporting Pupils and Families

Partnership plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. We value the information, knowledge and experience that parents contribute to gain an overall view of a child's needs. All parents of children with Special Educational Needs and Disabilities are treated as partners and given support to play an active and valued role in their child's education. Parental concerns about a child's progress are taken seriously

and dealt with sensitively. At all stages of the special educational needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages and have regular meetings each term to share information and review progress. Decisions are made in partnership with parents, and parents have access to the SENDCO via email through the school office.

11. Pupil Passport

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and views about what sort of help they would like. They are encouraged, where appropriate, to contribute to the assessment of their needs, and the review and transition process, using a 'Pupil Passport'. (See Appendix A)

12. Access Arrangements

Access arrangements are made for all pupils with special educational needs and disabilities to ensure that they can take a full and active role in the life of the school. Adaptations are made to teaching and learning methods and additional equipment can be provided if needed. We set aspirational targets for pupils and take all necessary measures to enable these to be met. If necessary, adjustments can be made to tests and examinations so that pupils with special educational needs and disabilities have the opportunity to reach their potential alongside their peers.

13. Interventions

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. There are times when an intervention is put in place, to maximise learning. Interventions are when we ask the children to work in small groups or in a one-to-one situation outside the classroom. We ensure that interventions target specific gaps in pupils understanding of a subject/ area of learning. Interventions are reviewed at least half termly to monitor their impact and effectiveness.

14. Transition

Transition at key points throughout the school is managed effectively to minimise disruption and reduce anxiety. Communication between staff plays a critical role in ensuring that class teachers have a full and in depth understanding of a child's needs well before they enter a new class. When a child with special educational needs and disabilities makes a transition into another school (such as at the end of Key Stage 2) then this is carefully managed to ensure continuity of provision and maintain confidence of pupils and parents.

15. Supporting pupils with medical needs

We recognise 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 Equalities Act 2010. Some may also have special educational needs and disabilities (SEND) and may have an Education and Health Care Plan (EHCP) which brings together details of health and social care needs as well as special education provision.

Children with medical needs are supported in accordance with our 'Supporting pupils with Medical Conditions Policy'. This policy is available on the school website or can be requested from the school office.

16. Evaluation and Review

The SENDCO meets regularly with class teachers, pupils and parents to monitor the implementation of this policy and the impact of SEND support. All identified pupils have individual targets set for their attainment and progress, which are monitored and tracked on a regular basis. The SENDCO assists the Headteacher in submitting termly reports for the Governing Body giving details of the progress of children with SEND and meets the governor for SEND every term.

The Governing Body challenges the school and staff to secure necessary provision for any pupil identified as having special educational needs and disabilities. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

17. Admission

Children with special educational needs and disabilities are admitted to the school in line with the school's Admissions Policy.

18. Training and Resources

All newly employed teachers have an induction with the SENDCO or Head Teacher. The induction process makes clear how this policy should be implemented and where to access support. If the SENDCO identifies teachers or teaching assistants who require additional support, in order to meet the requirements of this policy or identified children, then individual specific training is provided. All members of personnel who come into contact with a child who has specific needs will receive relevant training or detailed plans of support e.g. Individual Behaviour Plans; this includes office staff, catering staff and mid-day supervisors.

19. Roles and Responsibilities

- **Parents** are expected to work in partnership with the school to share important information and support the implementation of education plans and EHCPs.
- **Pupils** are expected to work hard to achieve their targets and share important information about their learning with parents and teachers.
- **The Governing Body** are responsible for ensuring the schools have a qualified teacher designated as SENDCO; monitoring the implementation of this policy and the quality of the schools' SEND provision; allocating adequate resources to support identified pupils and the delivery of education plans/ EHCPs and admitting pupils identified with SEND in line with the school's Admission Policy.
- **Teachers** are responsible for identifying special educational needs and disabilities, adapting their teaching and learning methods to meet the needs of pupils, implementing and evidencing education plans and EHCPs, assessing and reporting on the progress of pupils, communicating effectively with pupils, parents and the SENDCO and raising concerns about individual pupils.

- **The SENDCO** has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- **The SENDCO** provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- **The SENDCO** should be aware of the provision in the Local SEND Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO may include:

- Overseeing the day to day operation of the schools' SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND
- Advising on the Graduated Approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the SLT and the Governors to ensure that the school meets responsibilities under the Equalities Act 2010 with regard to 'reasonable adjustments' and access arrangements.
- Ensuring that the schools keep up to date records of all pupils with SEND

20. Storing and managing information

All pupils identified with special educational needs and disabilities have additional records stored securely. These records contain assessment information, reports, education plans and EHCPs. When pupils leave the school, the records are sent to the SENDCO at the new school, marked 'confidential'. Each classroom has a SEND file which contains copies of current Pupil Passports and ADPR's for specific children in the class.
Electronic copies of SEND information are stored on the SENDCO's own computer and the school server. This information is password protected and can only be accessed by members of staff.

21. Dealing with complaints

If you wish to make a complaint, details about how to do this can be found in the St Helen's School complaints policy.