



# CRADLEY CE PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

Vision Statement: Enriching Lives

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<u>Dates</u>					
Written	Autumn 2022				
Reviewed					
Amended					
Next Review					

## **CRADLEYC OF E VA PRIMARY SCHOOL**

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Teach a child how he should live and he will remember it all his life.

Proverbs 22:6

#### **Rationale**

All children at School have the right to a broad and balanced curriculum so that they enjoy the opportunity to acquire the skills they need for a full contribution to the life of their local community and play a positive role in the wider environment. This education will be provided for all children inclusively, so that they may be educated in mainstream, regardless of learning or emotional difficulties, behaviour, or disability, in line with our school's Christian Values of compassion, love and justice.

#### **Legislation and Guidance**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at school with medical conditions (August 2017)
- Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005) 3
- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (2022)
- Ofsted Framework
- The Local Offer for each individual Local Authority in which our pupils reside

#### **Definitions**

##### **Special Educational Needs (SEN)**

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### **[SEND Code of Practice 2015](#)**

##### **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010. "A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

## [Equality Act 2010](#)

### **Aims**

- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- To enable all children to have full access to all elements of the school curriculum.
- To co-ordinate and collaborate with appropriate agencies for the fullest provision of educational opportunities available for each child within mainstream education.
- To foster self-esteem and to enable individuals to function as a valued member of a peer group and as a school member.

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Educational Inclusion**

The National Curriculum is the starting point for planning, and access to this for children with specific and individual needs will be met by the child's class teacher in consultation with the SENCo and the child's IEP, IBP or EHCP. When planning for these children the teacher will take into account the learning challenges and diverse learning styles which individuals have. The teacher takes into account the requirements of children and makes provision, where necessary, to support individuals or groups of children and so enable them to participate effectively in curriculum and assessment activities.

Through appropriate curriculum provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

## **Role of the Class Teacher**

Identifying and discussing with the SENCo special needs of a child. (See identification and assessment below)

- Providing support for children who need help with communication, language, literacy, or numeracy
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning and in physical and practical activities (considering safety issues).
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotion, particularly trauma or stress, and to take part in learning.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision, including IEPs and interventions
- Ensuring they follow this SEN policy

## **Role of the SENCo**

### **The SENCO**

Our school Special Educational Needs Coordinator is Miss Guy.

The SENCO will: Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care plans (EHCPs)

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority (LA) and its support services, such as the Dyslexia Team, Language and Communication Team and Educational Psychologists

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements Ensure the school keeps the records of all pupils with SEN up to date

## **Role of the Governors**

Our school's SEN governor is Eryl Copp.

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **Role of the Headteacher**

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Funding for SEN**

The SENCO is responsible for the operation of the specific and agreed resources for special educational needs provision within the school.

The head teacher informs the governing body of how the funding allocation to support special educational needs has been employed.

The head teacher and the SENCO liaise on how to use funds directly related to statements and on resources required when the school is planning for the next School Improvement Plan.

## **Identification and assessment.**

Class teachers will raise any concerns about any child that they believe has SEND with the SENCO, Miss Guy.

The SENCO and class teacher will discuss any concerns and plan out next steps based on the information.

If it is felt that outside agencies need to be contacted for further support this will be discussed.

The decision to add a child to the SEND register will be made jointly with the parents/carers.

If a child is added to the SEND register, they will be given an Individual Education Plan (IEP).

This will be monitored by the SENCO and class teacher and parents will be invited into school to discuss the progress towards the targets three times a year, usually on the same day as parents evening.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Where a child comes to our school already on the SEND register, a meeting will be held between the parents and the SENCO to discuss the support that was in place by the previous school and ensure a continuation of this.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO, and any outside agencies that are involved, to carry out a clear analysis of the pupil's needs.

This will inform the child's IEP which will be reviewed and changed three times a year (equivalent to once a term).

This IEP will draw on: The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty, both at home and school, and in all areas of development

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

A discussion between the SENCO and parents will take place when it is decided that a pupil will receive SEN support and be added to the school's SEND register.

The child will be given an IEP.

## **Educational Health Care Plan (EHC)**

For a minority of children an Educational Health Care Plan (EHC) may be applied for, either by school or by parents & guardians. With parental consent, the children are assessed by outside agencies to ascertain whether their needs require EHC, usually because their needs are long term and unlikely to change. After the application has been made, the local Authority panel must make their assessments and reach a decision within a set time of 26 weeks. Either the child will be granted an EHC or not. If the child receives an EHC the school must follow the recommendations and plans of the EHC and review the case annually, taking care to invite all interested parties. In the penultimate year before transfer to secondary school the SENCo of the designated or preferred school is also invited to this meeting.

## **Supporting pupils moving between phases and preparing for adulthood**

When a child with SEND leaves Cradley Primary School, we will share information with the school or other setting the pupil is moving to.

Transition to another primary school:

When your child moves to another primary school we will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school.

A phone call will be held with the new school's SENCO where possible, to ensure that your child's needs are understood as fully as they can be before they meet your child.

Transition to secondary school:

Any child transitioning to a will be granted time off school to take part in transition days or activities.

The SENCO and class teacher will complete the transition form and any references that are requested.

We will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school.

Any Year 6 pupil transitioning to John Masefield High School will take part in transition days with their class, as well as additional SEND transition days. Pupils will be discussed in a meeting with the SENCO at the beginning of the school year, as well as regularly throughout your child's final year at our school. We will send all SEND documents, including reports by outside agencies, copies of IEPs and school reports to the new school

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, apps on the iPads, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

Additional interventions

Carefully selecting where children sit based on their needs

Applying for additional funding where needed, to ensure that your child has access to additional support or resource

### **Access for disabilities**

At present, the school continues to monitor and seek to enable access for all people regardless of their disabilities.

Children and parents or guardians will take full advantage of all areas of the premises and will not be disadvantaged in any respect.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions each half term

Using pupil questionnaires

Monitoring of interventions by the SENCO Class and pupil observations by the SENCO

Holding annual reviews for pupils with EHC plan

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our KS2 residential trips.

All pupils are encouraged to take part in sports day, school plays and workshops held in school or off site.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school has access for disabled students who use wheelchairs or walkers.

Children with SEND can access our Nurture Group at lunch time when available.

All pupils who have EHCPs that name the school will be admitted before any other places are allocated.

### **Working with other agencies**

Our school will seek the advice and professional opinion of outside agencies when necessary and will continue to work closely with these agencies, attending review meetings and providing them with feedback.

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher, SENCO or head teacher in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.



They can make a claim about alleged discrimination regarding: Exclusions Provision of education and associated services  
Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

All parents or carers of children with SEND are entitled to ask the SENDIASS team for support.

The contact details for SENDIASS Herefordshire are: [sendiass@herefordshire.gov.uk](mailto:sendiass@herefordshire.gov.uk)  
<tel:01432260955>

### **Contact details for raising concerns**

If you would like to contact a staff member raise concerns about the provision for your child, please contact: SENco Miss Guy or Headteacher Mrs Jones

### **Monitoring arrangements**

This policy and information report will be reviewed by Miss Guy, SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to the following documents:

Accessibility plan  
Behaviour policy  
Equality information