

Cawood CE Primary School Policy for Inclusion and Special Educational Needs And Disabilities (SEND)

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This policy is in line with the Code of Practice 2014

Aims

At Cawood CE Primary the aims for ALL our children are borne out in our mission statement:-

Christian values are central to the ethos of our school and we aim to provide a curriculum that is creative, enriched, challenging and fun. We encourage all members of our school community to develop the skills and confidence to reach their full potential in every aspect of school life. We strive to provide high standards of teaching and excellent learning opportunities in a safe, friendly and supportive environment. We believe that a strong partnership between school, home, parish and community is essential to our children's development. At Cawood, everyone matters.

Our aims are set out in our ethos and aims statement which is reviewed each year.

Inclusion Principles

- Staff at Cawood CE Primary School value all pupils of different abilities and support inclusion.

- Within the school, staff and pupils (including their parents wherever appropriate) are constantly involved in the best ways to support all needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation are flexible.

This SEND policy details how our school does its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The school has regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs.

At Cawood CE Primary School we value all pupils of different abilities and believe that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning is adapted to suit the needs of learners and recognise different routes to achievement through flexible organisation
- Early and accurate identification is essential
- There is be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding is used efficiently to strive towards good progress of pupils with additional needs
- Staff are given appropriate training to allow them to meet a wide range of needs
- Parents are fully involved as partners in their child's education
- Pupils are encouraged to give their views on what learning is like for them
- Governors have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy
- Within the school, staff and pupils (including their parents wherever appropriate) are constantly involved in the best ways to support all needs within the school.

Definitions

A child has special educational needs (Children and Families Act 2014) if he/she has a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the LA.

(Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught.)

Special Educational Needs may be referred to as SEND – Special Educational Needs and Disabilities.

Special Educational Provision means: ‘...educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the LA, other than special schools.

Roles and Responsibilities

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision and Arrangements for coordinating Inclusion and SEND provision is as follows:

Child

- Having regular input into learning/behavioural targets.
- Trying their best to fulfil agreed targets.
- Treating peers with respect.

Parents/Carers

- Supporting child’s learning at home.
- Attending IPP/Review meetings and discussing targets with the class teacher and child.
- Keeping School informed of any concerns they may have.

Governing Body (in co-operation with the Headteacher.)

- Determining the school’s general policy and approach to provision for children with Special Educational Needs and Disabilities (SEND)
- Establishing appropriate staffing and funding arrangements
- Appointing a governor(s) with special responsibility for SEN to monitor closely the school’s work on behalf of SEN.
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

Headteacher

- Managing all aspects of the school’s work, including provision for those children with SEND.
- Keeping the governing body fully informed.
- Working closely with the school’s Special Educational Needs Co-ordinator (SENCO).
- Allocation and effective use of SEND Budget
- Overseeing and assisting with the efficient implementation of the SEN policy.

SENCO

The SEN Coordinator (SENCO) responsibilities may include:

- Overseeing the day-to-day operation of the school’s SEN policy
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies

Teachers

- Identifying that a pupil has SEND.
- Planning what each pupil should learn and teaching pupils at all stages.

- Supervising any additional adults, e.g. Teaching Assistants, involved in the learning of their pupils.
- Assessing and recording when learning has occurred.
- Consulting with SENCO.
- Writing IPPs and Inclusion Passports for pupils in their class.
- Meeting with parents of children with SEND in their class.
- Liaising with outside agencies

Teaching Assistants/Support Staff

- Being fully involved in the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Being involved in the development and implementation of the school's SEN policy and practice.
- Supporting children as directed by the classteacher.
- Delivering intervention programmes.

Equal Opportunities

All members of the Cawood CE Primary School community have equality of treatment irrespective of ethnic origin, religion, disability, gender, social background or first language.

Children with SEND are offered full access to a broad, balanced and relevant education, including appropriate curriculum for the Early Years Foundation Stage and the National Curriculum. The School ensures that pupils with SEN join in activities alongside all other pupils, so far as is reasonably practical.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. 'All teachers are teachers of children with special educational needs.' CoP 2014 . Teaching such children is therefore a whole school responsibility.

The Local Offer and School Offer for SEND are available on the school website.

Provision

In order to help children who have special educational needs, the school adopts a graduated response that recognises there is a continuum of special educational needs. The school records the steps taken to meet the needs of individual children. If the school refers a child for an Education, Health and Care Plan, they provide the LA with a CAN-DO assessment and a record of their work with the child including the arrangements they have already made.

Outside Agencies

The school has links with the following LA agencies/providers:

- Enhanced Mainstream School for Communication and Interaction – Thorpe Willoughby CP School/ Autistic Spectrum Condition Outreach Support Service -ASCOSS
- Enhanced Mainstream School for Behaviour – Barwic Parade CP School. EMS
- Enhanced Mainstream School for Specific Learning Difficulties – Barlby High School.
- Educational Welfare Service
- Educational Psychologist - EP
- Speech and Language Therapist - SLT
- Child and Mental Health Service - CAMHS
- Early Years Support Teacher - EYST

Early Years

If a child is causing concern in the Early Years he/she is monitored using O track and The Foundation Stage Profile, and reasonable adjustment is made in the setting. If interventions that are devised are additional and different this will be recorded with an Individual Provision and Learning Plan which records the differentiated provision in the setting. If the targeted intervention results in little or no progress external agencies become involved.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class (Universal Provision). This differentiation may involve modifying learning objectives, teaching styles and access strategies. All children will access Quality First Teaching – Universal Provision (see Provision Maps) Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher.

If needs cannot be met through Universal Provision, the child will receive Early Intervention, which is short term/time related small group intervention that is additional and different. At times it may be necessary for a child to receive Personalised Provision which is long term small group and individual interventions, also with involvement of outside agencies. Interventions are recorded on the whole school Intervention map.

Whole school approaches:

All staff contribute to the completion of whole school intervention maps and ensure that strategies are implemented to ensure quality first teaching for all:

- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers support to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Provision maps are available on the server so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by subject leaders and SENCo.
- Additional help will be sought appropriately from outside agencies.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- IPP reviews will be held regularly with families. The parents and pupil are respectfully listened to and their views inform personalised learning.
- TAs are trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements are personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances are used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community

- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the Code of Practice 2014

Monitoring Children's Progress

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour, leadership and management

Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress is reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention.

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Expected progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

IDENTIFICATION AND PROVISION

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher provides interventions that are additional to/from those provided as part of the school's usual differentiated curriculum. The triggers for intervention through concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. These children are recorded on The Intervention Map. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the child's class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support; (See Intervention Map/IPP)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

Strategies employed to enable the child to progress are recorded within an Individual Provision Plan (IPP). The IPP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Evaluation (to be recorded when IPP is reviewed).

The IPP records that which is additional to, or different from, the differentiated curriculum and focuses upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IPP is reviewed each term and parent's views on their child's progress are sought. Wherever possible, the child also takes part in the review process and is involved in setting the targets.

A request for support from external services may follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IPP. At this stage advice is sought from the relevant Enhanced Mainstream School. The Educational Psychologist, may also see the child. The triggers for this involvement will be that, despite receiving individualised support the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting IPP for the child sets out fresh strategies for supporting the child's progress. These are implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPP continues to be the responsibility of the class teacher.

The Inclusion Passport

All children with an Individual Provision Plan will also have an Inclusion Passport. The Inclusion Passport summarises the support that a pupil has been given over a period of time and the impact of that support. It may also include information about any other agencies which may have been working with a pupil. The Inclusion Passport is used particularly at key points of transition for example moving to a new year group or school.

Application for an Education, Health and Care plan

Where a request for an Education, Health and Care Plan is made by the school to a Local Authority (LA), the child will have demonstrated significant cause for concern.

An Education, Health and Care Plan is designed for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

An EH&CP is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

Initially the classteacher, SENCO and parents will complete a **Can-Do Assessment (Comprehensive Assessment of Need Tool)** which is designed to consider both the strengths and needs of individuals. The Can-Do Assessment will also be used to support an application for an Education, Health and Care Plan.

The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Individual provision plans for the pupil
- Inclusion Passport
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Educational and other assessments, for example from an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

At the start of the assessment the parents/carers and child will have the opportunity to say what is working, what is not working and what they think needs to change. At the same time the LA will gather information from the other people involved and arrange a meeting to agree the outcomes and how these can best be met. The assessment and planning process will be completed in 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm the plan and decide what support the child might be eligible for to meet the agreed outcomes. The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly. The plan will go with a child as they change services, change schools and also when they leave school and go on to college, work-related training or employment. The EH&CP and resource allocation will be reviewed at annual review meetings.

Personal Budgets

A personal budget is one of the ways of giving parents more choice and control about the way their child is supported. Sometimes the money being spent on services can be freed up and used in different, more creative ways to meet the outcomes. This may mean that parents/carers can organise their own services and be given the money to do that. The way the personal budget is spent will be agreed with parents/carers and set out in the plan. Anything that it is used for must meet the child or young person's assessed health, education and social care needs.

Allocation of Resources

Annual SEND funding allocated to Cawood CE Primary is used to ensure the following objectives can be met:

- Appropriate levels of classroom support for identified children with SEND.
- Increasing the effectiveness of teaching aimed specifically at children with SEND.
- Continuing to increase the knowledge and expertise of all teaching/non-teaching staff through professional development opportunities in SEND.
- Effective use of ICT in SEND teaching.
- Purchasing resources to support the above.
- Pupil premium information and use of resources is available on the school website.

Complaints Procedure

Concerns should initially be addressed to the class teacher. Issues should then be discussed with the SENCO and/or Headteacher. The usual school complaints procedures apply, but if issues cannot be resolved at school level, then the LA's Parent Partnership Service can help. Parents may access the LA's local disagreement resolution procedures at any time during the SEND process, including where there is a disagreement with the School about any aspect of their child's SEND provision.

Further Documents

Intervention Map
Individual Provision Plans
Individual Learning and Provision Plan

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