



**Cramlington Village Primary School**

# **Children with Special Educational Needs/Disability Policy (SEND)**



## “Empowering everyone to achieve”

<b>Policy Title</b>	Children with Special Educational Needs/Disability (SEND)
<b>Policies that inter-relate</b>	Safeguarding Policy Accessibility Plan
<b>Legal and Statutory documents linked</b>	SEND Code of Practice 2014 Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 2014 Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document September 2013 Teachers Standards 2012 Accessibility The DDA, as amended by the SEN and Disability Act 2001
<b>Governor Committee responsibility</b>	Education Committee
<b>Date of last review</b>	November 2016
<b>Reviewer name and position</b>	Anna de Courcy
<b>Date of next review</b>	October 2017
<b>Date approved by Governors</b>	25.11.16
<b>Audit file updated (date and name)</b>	26.11.16



## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by CVPS SENCOs with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Laura Nocon is the Special Educational Needs and Disability Coordinator (SENDSCO) at CVPS.

CVPS seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

We are currently working toward achieving the Inclusion Mark, a National Award, recognising our expertise in educating and including all pupils.

'Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school.

An educationally inclusive school is one in which the teaching, learning, achievements, attitudes and well-being of every child matters. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in the ethos and willingness to offer new opportunities for pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way, rather it involves taking account of pupils' varied life experiences and needs.' "Evaluating Educational Inclusion" OfSTED 2000.



## Aims

High achievement for all children, including those with SEND, is the core aim of CVPS and all children are given fair access to the whole curriculum.

All children with special educational needs and disabilities are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

## Objectives

- To identify and provide for pupils who have special educational needs and disabilities, raising the aspirations of and expectations for all pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide strong leadership within CVPS which drives improved outcomes for pupils with SEND.
- To work alongside parents to ensure all children achieve their potential and individual needs are being met.
- To provide support, advice and training for all staff working with pupils with special educational needs.

## Identifying needs

The purpose of need identification is to work out what action the school or family needs to take to support a child with additional needs. At CVPS, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs or disability of the child or young person.

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

CPV understands that, although the following are **not** Special Educational Needs they may impact on progress and attainment;

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)



- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## **A Graduated Approach to SEN Support**

### **ASSESS – PLAN - DO – REVIEW**

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. CVPS tracks children's progress from reception, using a variety of different methods including national expectations and age related expectations.

Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings which take place between the class teacher and senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression.

If children have had intervention and adjustments to the curriculum and continue to make insufficient progress or perform well below the expected level for their age, they will be recorded as SEN support.

Our additional support is founded on the following principles of:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of high quality teaching.

CVPS reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENDco would meet with parents and children to make a plan regarding SEND support. When children are highlighted for intervention as part of a group, parents will be informed but individual



meetings with the SENDco may not be required at that time. The impact of intervention is closely monitored on a half term basis.

For higher levels of need, and for more complex needs, CVPS accesses a range of external expertise including:

- Educational Psychology Service
- Occupational Therapy Team
- Speech and Language Therapy Service
- Dyslexia and Dyscalculia Team
- Language and Communication Team
- Children and Adolescent Mental Health Team
- School Nurse

### **Managing Pupils' Needs**

When a pupil is identified as having special educational needs, CVPS supports their development and progress by holding regular review meetings. Class teachers will meet with parents and families half termly, or when needed, to discuss a child's needs, support and progress.

IEPs (Individual education Plans) are produced by the class teacher, in consultation with parents and children which are reviewed on a half termly basis. This is monitored closely by the SENDco to ensure that targets are SMART. Where children are receiving support and intervention, a provision map is in place which monitors the impact of this work.

Where a child is identified as requiring additional support beyond that available in CVPS, an Early Help Assessment (EHA) is completed with the family (via the school's notional SEN budget).

At this stage, where appropriate referrals may be made to outside agencies, for example, the Educational Psychology Service (E.P.S.). This may lead onto an Education, Health and Care plan being applied for.

### **Removing a child from the SEND register**

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

### **Supporting Pupils and Families**

Cramlington Village Primary School: SEND Information Report / Local Offer details the provision for pupils and families and is published on the CVPS website.



CVPS SEND Information Report / Local Offer directs parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority.

CVPS admissions arrangements can be accessed via the website.

The SENDco works with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers.

The SENDco also makes arrangements to ensure all pupils are assessed accurately and where support is needed this is arranged, for example, during SATS tests a child may require a scribe or reader where appropriate. A variety of assessment methods are used, for example, NTAGSs (North Tyneside Assessment Grids), SANDWELL (maths assessment), YARK (reading assessment), teacher assessment and SATs papers (Writing, Reading, Maths and Science tests).

### **Children with Medical Conditions**

CVPS 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

CVPS has a policy on Managing Medical Needs and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

### **Monitoring and evaluating SEND outcomes**

There is a regular review of the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny, lesson observations and learning walks.

Pupil outcomes are monitored through detailed data-based reports on a termly basis.

Parental feedback is obtained through the termly review meetings.

The governing body review the progress of all pupils, including those with SEND on a regular basis. The chair of governors has specific oversight of our provision.



The School Development Partner, appointed by the local authority, reports to the governing body on an annual basis, on outcomes for all children, including those with SEND.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDco to explain the systems and structures in place around the SEND provision and practice as well as discussing the needs of individual pupils.

The SENDco regularly attends the LA SENDco network meetings in order to keep up to date with local and national updates in SEND as well as attending national conferences and training events.

CVPS has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Occupational Health Programmes, Speech and Language programmes.

SEND is funded through the notional SEND budget and through additional "top-up" funding which is secured through statements of special needs and Education, Health and Care Plans.

### **Storing and Managing Information**

Documentation relating to special educational needs is managed in line with our data protection policy.

### **Reviewing the Policy**

This policy is reviewed at least every two years by the governing body.

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. CVPS has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that work is accessible to all pupils and their families.

### **Complaints**





Where a parent/carer is concerned about an issue relating to their child's SEND, CVPS ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the SENDco or the Principal to enable them to address the problem. If it is not possible to resolve any issues informally, the CVPS complaints policy should be followed. A copy is available from the school office or via the website.

### **Bullying**

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in the Anti-Bullying policy. Parents, carers, pupils and staff are involved in writing and implementing the Anti-Bullying policy.