



Cramlington Village Primary School

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



“Empowering everyone to achieve”

Policy Title	Children with Special Educational Needs / Disability (SEND)
Policies that interrelate	Safeguarding Policy Accessibility Plan / Equalities Action Plan SEND Information Report Admissions Policy
Legal and Statutory documents linked	SEND Code of Practice 2015 Equality Act 2010: advice for schools DfE Feb 2013 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
Trustee Committee responsibility	Education Committee
Date of last review	January 2020, March 2022
Reviewer name and position	Mrs Melissa Costello, SENCo
Date of next review	February 2024
Date approved by Trustees	
Audit file updated (date and name)	



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 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 2015
- 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
- Accessibility - The DDA, as amended by the SEN and Disability Act 2001

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

Melissa Costello is the Special Educational Needs and Disability Coordinator (SENCo) at CVPS.

CVPS seeks 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 2015.

'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 and Pupil Premium, 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 into account 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, and those pupils who receive Pupil Premium, by raising the aspirations of and expectations for all pupils with SEND / PP.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide strong leadership within CVPS which drives improved outcomes for pupils with SEND and PP.
- 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 related expectations
- Concerns raised by parent and / or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher / teaching assistant
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician / doctor

CVPS 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 and assistant 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 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. The children may at this point have an Initial Concern form completed where they are monitored without being placed on the SEN register. An Initial Concern can be raised by pupils, parents and staff.

If children have had intervention and adjustments to the curriculum and continue to make insufficient progress or perform well below the age related expected level for their age, they will have an IEP (Individual Education Plan) or SEN Support plan. These pupils will be recorded as SEN support and added to our SEN register.

Our additional support is founded on the following principles:

- 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.
- Quality First Teaching, which is 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 quality first 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 SENCo 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 SENCo may not be required at that time. The impact of intervention is closely monitored on a half termly 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
- Behaviour Support / ASD Team
- School Nurse
- The Toby Henderson Trust

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 teacher / assistant teachers will meet with parents and families termly, or more frequently if needed, to discuss a child's needs, support and progress.

Initial Concern Forms, Individual Education Plans or Support Plans are produced by the class teacher / assistant teacher, in consultation with parents and children which are reviewed informally on a half termly basis and formally with parents termly. This is monitored closely by the SENCo to ensure that targets are SMART (specific, measurable, attainable, realistic and timely). Where children are receiving group 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, a referral may be made to the local hub to identify possible support (via the school's notional SEN budget). Where several agencies are involved an Early Help Assessment (EHA) may be completed with the family to ensure there is effective and clear communication between all those involved with the child and a clear action plan formed

At this stage, where appropriate, referrals may be made to outside agencies, for



example, the Educational Psychology Service (E.P.S.). This may lead to a Consideration of Statutory Assessment (COSA) being applied for and the child possibly being given an Education, Health and Care Plan (EHCP).

Where pupils at CVPS have a specific need e.g. a physical disability, sensory impairment; staff are trained in the child's specific needs by professional agencies and are shown how to monitor and maintain safe use of equipment e.g. hearing aids, and to ensure a safe learning environment e.g. yellow lines painted on all steps / changes in surface level, soft padding around posts.

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 SENCo 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 SENCo 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, emotional support, rest breaks, a reader or enlarged texts where appropriate. A variety of assessment methods are used, for example, NTAGSs (North Tyneside Assessment Grids), NFER (maths assessment), Pre & Post Assessments (maths assessment), Accelerated Reader (reading assessment), teacher assessment and SATs papers (Writing, Reading, Maths and Science tests).

PIVATS

Pivats is an assessment of learning, performance monitoring and effective target setting for pupils who are well below national expectations for their age. Pivats provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment, focusing within the Pivats structure on small steps within the P



scales up to the revised National Curriculum Year 4 age related expectation (ARE). It is a revised criteria used for monitoring the attainment of children who are showing little or no progress against the standard curriculum by breaking it down into smaller more achievable steps for children. Each level description has been differentiated into 5 performance indicators / stepping stones that will all lead to a Pscale level or national curriculum level. The areas children can be assessed on using Pivats are: English - covering listening, speaking, reading and writing; Mathematics - covering using and applying, number and shape, space and measure; PSED - covering personal, social and emotional development. Pivats helps focus efforts on demonstrating improved outcomes for individuals.

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 an 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 (2015) is followed.

CVPS has a policy on Managing Medical Needs and, as part of our responsibilities in this policy, parents are asked to complete Individual Health Care Plans (IHP) for those children with medical needs.

Sensory impairments

Any child at CVPS who has a sensory impairment will have the necessary equipment / resources put in place in order for them to access the Curriculum. CVPS will liaise with the appropriate and necessary professionals and will train a designated member of staff to ensure the child's needs are met. This will link into the IEP / SEN Support Plan, EHCP or EHA as appropriate and all communications will be three way - Parents, Professionals, CVPS.

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 board reviews the progress of all pupils, including those with SEND on a regular basis. There is a specified SEND / Inclusion governor who has specific oversight of our provision.

The School Improvement Partner, appointed by the local authority, reports to the governing board 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 SENCo to explain the systems and structures in place around the SEND provision and practice as well as discussing the needs of individual pupils.

The SENCo regularly attends the Partnership SENCo network meetings in order to keep up to date with local and national updates in SEND, to develop supportive working relationships within the partnership 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 funding which is secured through Education, Health and Care Plans.

Storing and Managing Information

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

Reviewing the Policy

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



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 SENCo 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.