



Cambois Primary School

Special Educational Needs and Disability Policy

Aims and Objectives

The Governing Body and teaching staff of Cambois Primary School will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that where the Headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child

Categories of SEND

There is no assumption that there are hard and fast categories of special educational need, but the new Code of Practice recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

(note the change from Behaviour, Emotional and Social Difficulties (BESD) category to Social, Emotional and Mental Health (SEMH) category)

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Cambois Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Responsible Persons

The 'responsible person' for SEND is Kim Green

The person co-ordinating the day to day provision of education for pupils with special educational needs is Laura Brown (SENDCO).

The Role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed

- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented/ ECHP pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Ensuring SEND is identified early as early intervention is key.
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver individual targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO
- Informing parents of the fact that SEND provision has been made for their child

- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Cambois Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C.
- Standardised screening or assessment tools.
- *Screening /diagnostic tests*
- *Reports or observations*
- *Records from feeder schools, etc.*
- *Information from parents*
- *National Curriculum results*
- *External exam results*
- *Pupil portfolios*

Specialist Provision

In line with the DDA we have ramped access into the main entrance of the school which is situated at the front of the building.

In addition we have disabled toilets in school, one of which is situated in the girls' toilets and the other in the boys' toilets.

We run intervention groups within school to support children who have failed to make progress since the last time a teacher assessment was carried out. This begins in Early Years. The number of children who access the group will never pass six, therefore allowing for more individualised support. These groups take place outside the Literacy and Numeracy sessions and usually in the afternoons. They will be led by the most trained member of staff

for that particular area of need. The member of staff running the intervention groups will work closely with class teachers. This will enable them ensure that the member of staff running the groups is familiar with the difficulties which the pupil is facing. It will also enable them to plan sessions which are broad, balanced and suited to the needs of the children.

Children who access the intervention groups will be determined following teacher assessment and so may change on a six weekly cycle. If intervention has not had impact more thorough assessment will take place and action will be taken.

Our SENDCO is trained in running nurture group sessions. They run once a week for one hour, with no more than six children in one group. The nurture group offer a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner. Central to the philosophy is attachment theory; an area of psychology which explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives.

We also run a separate nurture group every morning with some targeted SEND pupils who are not ready for the formal classroom learning environment. Our SeaView Room upstairs is our nurture classroom and this group has a separate timetable and focused planning based around the needs of the individuals in that group, at that time.

Access to the Curriculum

The National Curriculum and Early Years Foundation Stage Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted (as described in this policy). The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Any placement of a pupil on the SEND register will be made by the SENDCO after full consultation with parents.

When external support services have been requested, they will require access to - pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

One page pupil profiles will be used to target key areas for pupils.

The school will make provision for pupils with special educational needs to match the nature

of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Medical Needs

A medical need does not always mean that a child has SEND. More information can be found in our 'Supporting Pupils with Medical Needs' policy.

Early Years Inclusion Toolkit

Planning for each child's individual care and learning requirements is fundamental in the Early Years Foundation Stage (EYFS). The emphasis is on working in partnership with parents to remove or helping to counter underachievement. We must respond early to the needs of the children.

At Cambois Primary School we use the Northumberland Inclusion Toolkit in order to help staff identify and respond to the children who are showing signs of having additional needs.

Staff initially complete the Inclusion Pathway which consists of the following steps:

1. Staff identify and share concerns about a child
2. Staff are required to gather notes and observations of the child, ensuring they record the strategies already tried

3. Discussions are held with parents
4. Inclusion Wheel is completed

The wheel should be completed with input from parents; the outer wheel sets of the summary of assessments and the inner wheel states what home and school agree to do in order to support the child. It should be reviewed.

The wheel has the following sections:

1. Behaviour and Emotions
2. Understanding Language
3. Talking
4. Speech
5. Health
6. Physical Development
7. Learning and Play
8. Symbolic Understanding
9. Attention and Concentration
10. Social Interaction

‘School Support’ and ‘High Needs’

The terms ‘school action’ and ‘school action plus’ are no longer used. They have been replaced by ‘school support’ and ‘high needs’.

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child’s needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions. A one page profile is written with the child and parents.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEND support, class teacher, working with the SENDCO, the child (if appropriate), and the child’s parents, carries out an analysis of the child’s needs. This assessment draws on the teacher’s assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEND support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school’s information system.

- **Do** - The class and subject teachers remain responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEND support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the class teacher and SENDCO, taking into account the child's parents and the child's views. This should feed back into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEND

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated work in class. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

Level 2: Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage additional support from other agencies may be sought.

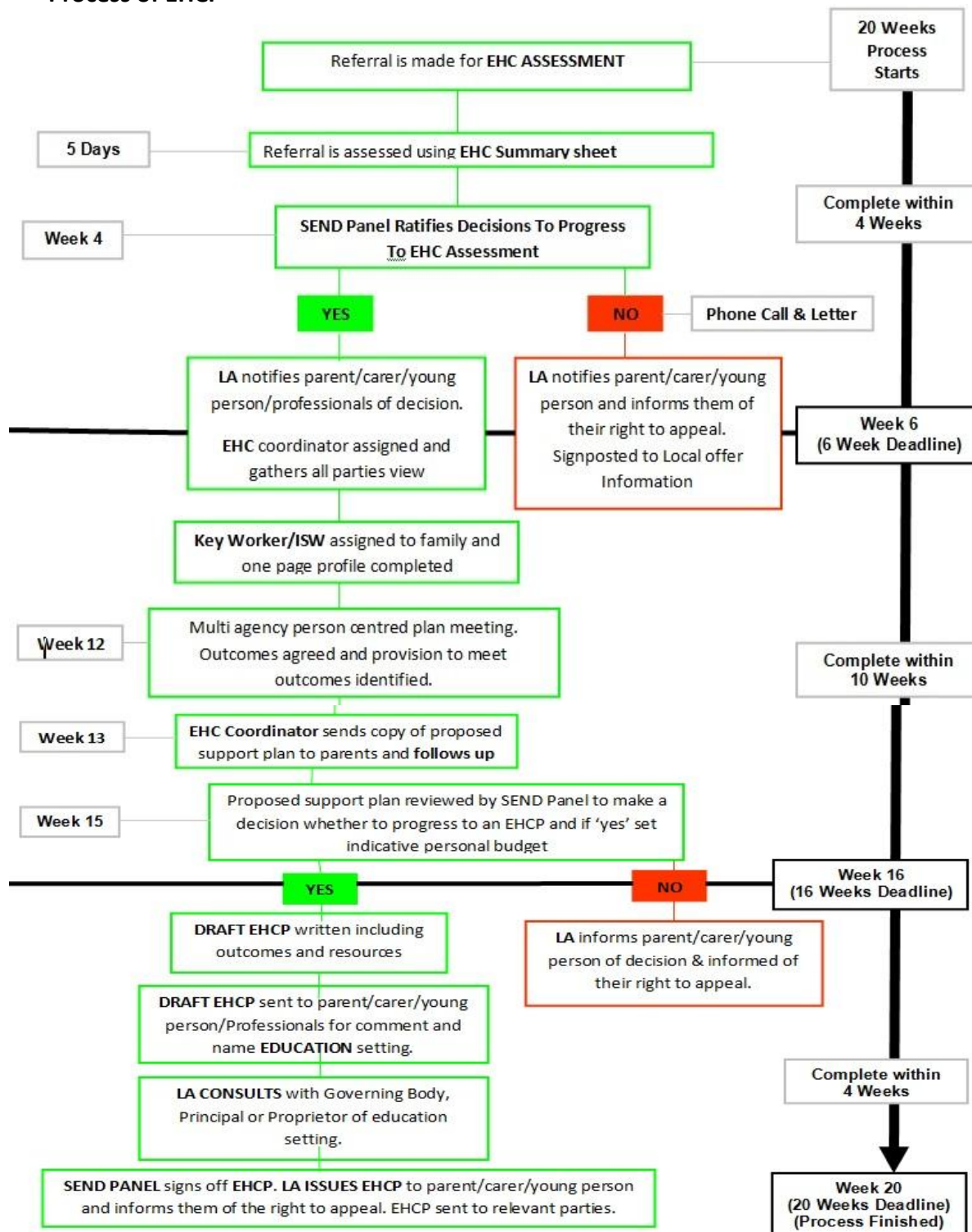
Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENDCO and class and subject teachers and head of year work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

A Statement of Special Educational Need is no longer used; under the SEND reforms from September 2015 this process has changed to become Educational Healthcare Plans. When a pupil is failing to make progress or their needs are greater than the support they receive then an EHCP process would begin. This is a 20 week multi-

agency approach outlining the child's main needs and targets in order to support their educational and health needs.

Process of EHCP



Resources

The school is allocated money within its budget share for children with Special Educational Needs and this money is used to fund partly our teachers and teaching assistants who work with children with special educational needs.

The school supplements this with additional funding from the base budget.

Currently the school has:

13 pupils on the SEND register

The Local Authority makes money available to the school to support the pupils who are the subject of statements under the terms of the 1996 Education Act

Currently the school has 1 pupil who is the subject of an EHCP and 2 children receive top up funding.

Liaison with External Agencies

Parents will always be informed when an external agency becomes involved with their child. Regular liaison is maintained with external agencies where needed. We work closely with 'The Hub' who have trained professionals which cover a range of services:

- Behaviour Support
- Communication Specialist
- Education Welfare Officer
- Educational Psychologist
- Literacy Specialist Teacher / Teaching Assistant
- CAMHS.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

Note: complete the sentence outlining your school's procedures in this respect. You could include: (i) named person, (ii) time targets for response, (iii) how you will communicate with parents and (iv) refer to other school policy documents.

Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff

development plan supported by SEND Standards Fund.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

As mentioned above, parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Pupil Voice

All children should be involved in making decisions where possible right from the start of their education, ways in which this is possible will depend upon the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident pupils who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. Pupils at Cambois Primary School are involved in their one page profile, where appropriate.

Evaluating Success

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for those not classed as 'high needs'
- Consultation with parents

- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 2014

Complaints procedures

The school's complaints procedure is **available upon request**. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.