

COTON C of E PRIMARY SCHOOL

ISHBEL COLEMAN- HEADTEACHER



Unlocking a Brighter Future

Special Educational Needs and Disabilities Policy July 2018

The definition of special education needs and disabilities (SEND) used throughout is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims

At Coton Primary School we are committed to meeting the educational needs of all our pupils through:

- Giving individual consideration to, and making special provision for, children with special educational needs;
- Identifying and meeting children's needs as soon as possible;
- Provision of an equal opportunity to participate in the full curriculum of the school (including the Early Learning Goals and National Curriculum) and all activities;
- Encouragement of pupils with special educational needs to become independent and take responsibility within the school;
- Enabling children with special educational needs to be educated in a mainstream setting, as far as is practical;
- Emphasising genuine communication and partnership with parents;
- Listening to the voices of children with special educational needs and involving them in the planning of their education as appropriate.
- Work in partnership with outside agencies and services where appropriate.

Everyone on the school community, governors, staff, pupils and parents, has a positive and active part to play in achieving these aims.

Identification of Special Educational Needs

The *SEN Code of Practice (2015)* requires schools to identify children's additional needs according to four broad areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

We aim to provide children with Special Educational Needs (SEN) with access to the full curriculum alongside their peers. This may require adaptations of routines, provision of appropriate resources and careful differentiation of work by the class teacher. Teachers have responsibility for the progress of children in their class, including those with SEN. Class teachers may seek advice from the SENCo when appropriate about strategies which might be used to help a pupil learn and thrive at school.

All members of staff who are likely to come in contact with a pupil with special educational needs (TAs, supply teachers, administrative staff, midday supervisors, etc) will be informed of any individual requirements or strategies which are helpful in addressing the pupil's needs.

Graduated Response

The school adopts a graduated response in accordance with the *Cambridgeshire Strategy for Children and Young People with Special Educational Needs and Disabilities (2012 –2016)*, *The Children and Families Act (2014)* and the *Code of Practice (2015)*. This is a process of 'Assess, Plan, Do, Review', by which the level of intervention increases whenever a pupil is not making adequate progress with the level of support currently provided.

In the case of a pupil initially causing some concern educationally, the class teacher following some discussion with the SENCo, will keep a record of intervention strategies and extra provision put in place to address the need. A Pupil Passport will be written to record the current areas of difficulty and targets that are in place for the pupil. This will be discussed with parents and pupils and their comments will be noted on the documentation. It may be decided to place the child's name on the SEN register.

Where a child continues to make inadequate progress in spite of high quality teaching, and strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO will look at the evidence of inadequate progress and decide on strategies, additional to, or different from, those already being provided in the classroom to help the child to make progress. This is likely to be recorded on an 'Assess, Plan, Do, Review' document.

If after several cycles of 'Assess, Plan, Do, Review' a child continues to make inadequate progress, the SENCO may ask for help from specialists outside school in addition to the extra support already being provided within school. Specialists may include Specialist Teacher, Speech and Language Therapist, Educational Psychologist; School nurse, Occupational Therapist. All of these services have threshold requirements that must be met before they would accept a request for involvement with a pupil.

Education, Health and Care Plans

If a child's progress and achievement is well below that expected for their age, such that they meet the thresholds set by the Local Authority (LA), the school can request the LA to carry out an Education Health Care Needs Assessment. The class teacher and SENCO will ensure that parents are fully involved at this crucial stage. The school will supply the LA with all relevant records and assessment data, including up to date reports from all those involved both in school and externally. The LA Special Needs Officer will then decide whether the child needs an Education Health Care Plan (EHCP) to meet their needs.

An EHCP is a legally binding document setting out the provision the child must receive to meet his/her SEND. This document involves a multi-disciplinary team from health, education and social care as is deemed necessary. Each year the school must hold an Annual Review with the parents and all the other outside agencies involved, in order to assess the child's progress. A representative from the LA may attend these reviews.

Roles and Responsibilities:

The Class Teacher:

- Identifies that a pupil may have special educational needs;
- Alongside the Special Educational Needs Co-ordinator, informs, liaises and works in close partnership with parents of children with special educational needs;
- Formulates Pupil Passports with reference to specific, measurable targets which are regularly reviewed;
- Involves pupils as appropriate in the planning of their education;
- Directs teaching assistants who support the learning of pupils;
- Assesses and records whether learning has occurred.

Special Educational Needs Co-ordinator (SENCO):

- Oversees the school's Special Educational Needs Policy;
- Advises teachers on how pupils might meet planned learning targets;
- Co-ordinates provision for pupils with special needs;
- Maintains the special needs register and oversees the records kept by class teachers on all pupils with special educational needs;
- Liaises and works in partnership with external agencies;

- Communicates with and supports parents, having regard to any needs parents may have in respect of a disability, communication or linguistic barrier, and the pressures and emotions they may be experiencing due to their children's SEND;
- Manages Teaching Assistants.

Headteacher:

- Has overall responsibility for management of the policy;
- Has overall responsibility for assessment and provision for pupils with special educational needs;
- Has overall responsibility for keeping the governors informed;

Governing Body

The Governing body will ensure:

- The designated governor for SEND meets regularly with the SENCo to monitor provision for all pupils and to discuss the strategic direction of provision;
- The Curriculum Committee scrutinises data to ensure effective progress and reports back to the Full Governing Body;
- Governors participate in appropriate training;
- Fulfil the duties to pupils with SEND as set out in the SEND Code of Practice;
- Funding for SEND pupils is allocated and monitored to ensure money is used effectively to support children with SEND;
- The school complies with the SEND Code of Practice (2014) and Families Act (2014) which sets out statutory guidance for the inclusion of pupils with a special educational needs or disability.
- The school provides clear, user-friendly written and verbal communication systems regarding SEND including through the School Information Report.

Pupils

- Will have their feelings about their needs treated sensitively and carefully;
- Are supported to treat others with sensitivity and respect;
- Are provided with opportunities to sufficiently challenge and support them;
- Are encouraged to take an active part in working towards achieving individual targets where appropriate;
- Are encouraged to take an active part in reviewing individual targets where appropriate.

Transition arrangements

Coton Primary School will share appropriate information with a child's future school, which may include teacher assessments, progress data, end of Key stage assessments, professional reports and assessments, Graduated Response plans or Education, Health and Care Plans. For pupils with extra needs transferring to secondary school, extra visits to the future school may be arranged, and liaison with staff organised.

Special Facilities

The school's physical environment is subject to annual scrutiny in terms of accessibility through the review of the DDA and Accessibility Plan. The school is built on many levels and only has wheel chair access at the back of the school. There is a disabled toilet on that level. There is continual assessment as to how reasonable adjustments could be made to meet the needs of any pupil placed in the school. These adjustments, where necessary and reasonable are undertaken following advice from outside agencies. The school has an accessibility study action plan.

Parent Partnerships

At Coton School we value working in partnership with all parents/carers and aim to build good relationships with the parents of pupils with special educational needs. We value and respect parents' views and the knowledge and understanding they can impart to us regarding their children. School staff will always seek the views of parents regarding assessment or provision for their children and request written permission from parents prior to pupil's referral to external agencies. Staff will record conversations with parents in a brief written record which will be sent home to parents. We value parents' help in working with their children at home, and suggestions for how this could be implemented will be included on children's Pupil Passports. There will be an opportunity each term to discuss Pupil Passports and reviews of targets with teachers.

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Services (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability, or have concerns that their child has special educational needs. They can be contacted on 01223 699214 (term time only) or pps@cambridgeshire.gov.uk.

Further questions

Any questions or complaints about general or specific provision should be referred to the classroom teacher in the first instance. If the issue remains unresolved, parents can then discuss their concerns with the SENCo or Headteacher if appropriate. Where an issue is brought to the attention of the head teacher, she will investigate and contact parents within five school days. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND who will consider the matter and make contact with the complainant within five school days.

Information about provision for children with SEND in Cambridgeshire can be accessed from Cambridgeshire's Local Offer: www.cambridgeshire.gov.uk/SEND

Policy Review

The SEND Policy will be reviewed annually or whenever new legislation is introduced.