



Cheam Common Infants' School

Special Educational Needs and Disability
Policy

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The School SEND policy is our most important document in determining how we meet the Special Educational Needs and Disabilities of pupils at Cheam Common Infants' Academy. This document reflects the statutory requirements as well as our actual day-to-day practice.

In compiling this policy we have had regard to the SEND Regulations which came into force on 1 September 2014. This Policy further complies with the

- Statutory requirements of the SEND Code of Practice August 2014
- Equality Act 2010 (updated Feb 2013)
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- National Curriculum KS1 & 2 Sept 2014
- Teacher Standards 2013

This Policy has been through a process of consultation with

- Parents/carers
- School staff
- Governors
- External Agencies
- Local Authority
- School SENCOs

SEND Co-ordinator and Deputy Designated Safeguarding Lead: Mrs Agneta Rosewell (NASENCo award) Mrs Rosewell is the Deputy Head Teacher and can be contacted either by phone on 020 83374152 or by email at ccioffice@leoacademytrust.co.uk

Headteacher and Designated Safeguarding Lead: Miss Louise Thorndycraft

Governor with a particular interest in SEND: Mr Athar Khan

1 Definiton of Special Educational Needs and Disability

The 2014 Code of Practice declares that:

A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A pupil with identified Special Educational Needs or Disability (SEND) will receive school support. A few pupils will meet the criteria for additional support through an Education, Health and Care Plan (EHCP).

As from September 2014 the categories of SEND are as follows:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional health
- Sensory/Physical Needs

2 Principles and Values

- At Cheam Common Infants' school the aims of education for children with special educational needs or disability are the same as those for all children. The help children will need in progressing towards those aims will be different.
- All those who are involved in the school, including teachers, support staff, senior leadership team and governors have the highest aspirations for children with SEND.
- Whatever their ability or background all children are valued and have an equal entitlement to the whole curriculum.
- Available resources will be directed towards identifying and meeting special educational needs as early as possible.
- We have a commitment to developing our expertise and understanding of best practice in supporting children with SEND.
- The views of a child's parents or carers are taken into account at all stages and learning is reviewed, in partnership with teachers and other professionals involved.
- The views of the child will be sought and they will be encouraged to participate in decisions about their learning appropriate to their age and understanding.

3 Aims and objectives

At Cheam Common Infants' we strongly believe that each child can make a valuable contribution to the school and wider community and we are committed to offering an inclusive education to ensure the best possible outcomes for all our children.

Each child is given an equal opportunity to attain and achieve their full potential, regardless of needs and abilities, by removing any barriers to learning.

We aim to do this through:

- Quality first teaching including adapted teaching strategies to facilitate learning and a thoroughly differentiated curriculum as well as personalised planning.
- High expectations of all children's attainment and progress.

- Early identification of possible Special Educational Needs.
- Close monitoring of children's progress.
- Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEND feel a sense of achievement as the targets are reached.
- Effective additional interventions and provision for children with SEND.
- Regular reviews and evaluations of Provision maps and targets and the effectiveness of additional interventions.
- Regular liaison between the Inclusion manager and class teachers.
- Increasing staff awareness and understanding through training.
- Forming positive relationships with parents/carers.
- Working with outside agencies to support children with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil', 'whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with pupils with special educational needs.

4 Roles and responsibilities

Supporting pupils with SEND is the responsibility of all staff.

The roles and responsibilities of the Inclusion leader:

- The day-to-day operation of the school's SEND policy, including monitoring its success on an annual basis.
- Coordinating provision for children with Special Educational Needs, including organising and managing Provision maps and Intervention programmes.
- Monitor pupil progress.
- Liaising with parents, teachers, learning support assistants and the school's Governing Body.
- Maintaining the school's SEND register and overseeing the records on all pupils with special educational needs.
- Contributing to the training of staff.

- Liaising with external agencies, medical and social services and evaluating the effectiveness of staff from these agencies.
- Managing and developing support staff involved with interventions.
- The day-to-day operation of the school's Medical Policy .
- Deputy Designated Safeguarding Officer.

The roles and responsibilities of the Head Teacher:

- Designated Safeguarding Officer and managing safeguarding across the school.
- Ensuring that the SEND policy and Medical policy is adhered to.

The role and responsibilities of Governors:

- Helping to raise awareness of SEND issues at governing body meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Helping to review the school's policy on provision for pupils with SEND.
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.
- Helping to review the school's Medical Policy.

The roles and responsibilities of SEND Learning Support Assistants:

- To lead small group and individual intervention programmes for pupils with SEND.
- To participate in regular meetings with the SENCO in order to review progress and attainment of pupils receiving additional interventions.
- To keep records of pupils progress and contribute to the review of Provision maps.

5 Identification

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning, communication, physical, emotional or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate;
- Regular tracking of all pupils to monitor rates of progress and attainment;
- Concerns raised directly by parents or other agencies;

- Progress in core subject areas as well as progress in other areas such as social development, emotional development, physical development and communication and language skills will be considered.

In determining whether a pupil may have SEND, consideration will also be given to other factors, which may be affecting achievement including;

- Attendance
- Health
- New to English
- Family circumstances
- Economic disadvantage
- Service child
- Safeguarding issues

The school acknowledges that a child may have underlying factors which could affect behaviour. Assessments will be carried out to determine whether a child who displays challenging behaviour has a need which has not been met and a decision will be made whether this is due to special educational need or not.

Before deciding that a pupil requires additional SEND support, the SEND manager and class teacher will review current arrangements to meet the child's needs, within daily class teaching and consider any further modifications and adaptations that should be put in place to ensure good progress.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

6 Graduated Approach to SEND Support

In order to help children with special educational needs, Cheam Common Infants' will adopt a graduated response. We recognise that good practice involve children receiving outstanding teaching in class with their peers. The class teacher will take steps to address any issues such as an adapted curriculum and additional resources. Parents will be consulted and specific interventions put in place and monitored for approximately half a term.

If no progress is noted after this time the child, with parental permission, may be added to the school SEND register at SEN support. The class teacher after discussion with the SENCO will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets

which will be applied within the classroom. The child may also participate in small group or individual teaching outside the classroom using evidence based intervention programmes. Learning targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO and parents.

If as a school we feel that our interventions are still not having an impact on the individual we may use specialist expertise from external agencies.

The school will record all the steps taken to meet the needs of individual children and each class will have a Provision map in place. If a child has a range of needs and will require additional support an Individual Education Plan will be drawn up.

If we refer a child for an Education Health and Care Plan assessment, we will provide the LEA with a record of our work with the child to date.

Assess, plan, do and review cycle

The Code of Practice describes The Graduated Approach as a “cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils’ needs and of what supports the pupil in making good progress and securing good outcomes”

Assess

At Cheam Common Infants’ teachers will use information such as a clear analysis of pupil’s needs, assessments and knowledge of the pupil, tracking data and the pupil’s development in comparison to their peers. Teachers will also take into account the views and experiences of parents, the child’s own views and advice from external support services.

Plan

Through assessments the teacher will have identified the pupils’ strengths, areas of need and barriers to or gaps in their learning. Inclusive quality first teaching is the first step in providing for the child. Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at these key area(s) will be planned for. The planning process will take place in consultation with the parents/carers and the pupil if possible and will be accurately recorded.

Do

Targeted provision work will be carried out in class and any emerging issues will be dealt with as soon as possible. The pupils’ progress will be closely monitored and teacher, teaching assistant and SENCO will hold discussions around how the pupil’s day to day learning is developing so that adaptations to teaching and learning approaches and further provision can be put in place.

Review

The impact of the additional support offered will be reviewed every half term by the SENCO and teacher/teaching assistant in order to refine and adapt provision. Review meetings between the teachers and parents will be held at least termly. These meetings may be included in the termly parent consultation meetings but if professionals from outside agencies are involved with the child a separate meeting may be held.

7 Removal from the SEND Register

If pupils make good progress and achieve their targets they will no longer require additional SEND support, and we will notify parents that their child will be removed from the register. The children's progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

8 Supporting pupils and families

Transition Arrangements – Arrangements to support pupils with SEND moving into the school or moving to a different school.

For pupils joining the school, the SENCO will endeavour to gain information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. When pupils are joining the Nursery or one of the Reception classes this may involve the SENCO and/or the class teacher visiting the pupil's current setting. There will also be meetings with parents and professionals from other agencies in order to share information.

Transition meetings take place at the end of each academic year between class teachers in order for a smooth handover to the next teacher. During this meeting information about all the children in a class is shared. These meetings also take place between the year two teachers and the year three teachers from the junior school. Additionally, the SENCO liaises with the junior school SENCO so that all relevant information is available when the children move in to key stage two.

When pupils move to a different school, the SENCO will make contact with the new school to share relevant information.

The school offers support to children and their families affected by bereavement and emotional issues. We have a Family Support Worker and we also have access to a Clinical Nurse Specialist. When necessary we also use outside agencies specialising in dealing with vulnerable children or children going through traumatic periods.

For additional information please see the Information Report on the school's website (<http://www.cheamcommoninfants.com/policies.php>) and the LA Local Offer (www.localoffer.sutton.gov.uk)

9 Supporting pupils at school with medical conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. At Cheam Common Infants' Academy we endeavour to ensure that children with medical conditions are able to participate in all aspects of school life and achieve their full potential. Individual healthcare plans will specify the type and level of support required to meet the medical needs of the pupils. Where children and young people also have SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan. The plans are produced in collaboration with parents, health professionals and, if appropriate, the pupil.

The healthcare plans are shared with relevant staff and reviewed regularly. Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

10 Monitoring and evaluation of SEND

The school regularly monitor the quality of provision on offer for all pupils, including those with SEND. When evaluating the quality of the SEND provision, the school will take into account a range of evidence such as looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally.

The school's senior leaders carry out regular work scans to ensure all pupils are making progress. Lesson observations and learning walks also identify how well children are doing and at the end of each term assessment data is analysed to identify the children's attainment and progress. We carefully monitor and review the provision for children with SEND in order to ensure that each child receives interventions and provision appropriate to the individual.

11 Training and Resources

Schools receive additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The senior leaders decide on how this funding will be deployed to meet the need for pupils with SEND across the whole school. This is a predetermined sum and is not adjusted throughout the year to take into account of any changes in the cohort of pupils with SEND, outside of those with EHC plans.

Training

Training and support is in place to ensure that teachers and support staff have a good understanding of the needs of the children in their class. They are advised of how to differentiate, scaffold learning and provide personalised learning for pupils with SEND within their everyday teaching.

Some staff have had specialist training in areas such as Autistic Spectrum Disorder, Communication and Language and in specific intervention programmes for learning needs. We endeavour to provide additional training in order to respond to the needs of individuals or groups of children as necessary.

Induction arrangements are in place for new staff and newly qualified teachers, so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENCO attends the termly Sutton network meetings to keep abreast of local and national policy and initiatives to enhance SEND provision.

12 Access arrangements

The school's accessibility plan, outlines the actions we will take over time to increase the accessibility for disabled pupils. This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information for parents.

Specialist resources and equipment will be provided according to need.

13 Dealing with complaints

If a problem is identified an appointment should be made with the class teacher. If the matter is not resolved it will be passed on to the Deputy Head Teacher/SENCO, then to the Head teacher.

If necessary the school's formal procedure for complaints will be actioned.

The school's SEND Information Report can be accessed through
<http://www.cheamcommoninfants.com/website/inclusion/343014>

Sutton's local offer for SEN:
<http://localoffer.sutton.gov.uk>

This policy was reviewed in the Autumn Term 2019

The next review will be no later than Autumn Term 2020