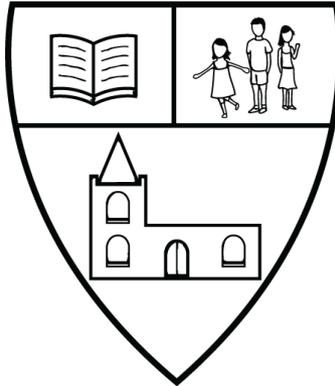


GUILDEN MORDEN
Church of England (VC)
PRIMARY ACADEMY



SEND Policy

Adopted by the Governing Body

July 2019 (16/7/19)

Next Review Date

July 2020

Policy on Assessment of and Provision for Pupils with Special Educational Needs and Disabilities (SEND)

This policy follows the information and guidance from the DFE and DOH,

“Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities” January 2015

This policy looks at the nature, identification and management of Special Educational Needs and Disabilities in our school. It has been agreed by the whole teaching staff and has the full agreement of the Governing Body. This policy was approved at the Standards Meeting of the Governing Body.

The implementation of this policy is an ongoing process involving the staff and governors.

The policy is reviewed annually by the Local Governing Board.

AIMS AND OBJECTIVES

At Guilden Morden we are determined to meet the educational needs of **all** our pupils including those with special educational needs and disabilities.

Our School Aim

- Our school aim is that all children should be enabled to reach their full potential, developing the skills to become life-long learners.

We believe that:

- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Appropriate training will be provided for all staff to allow them to meet a wide range of needs. Parents will be fully involved as partners in their child’s education. Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

What are Special Educational Needs and Disabilities?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Special Educational Needs and Disabilities Code of Practice 2014 define Special Educational Needs and Disabilities as:

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

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

We seek to ensure that:

- Work in class is appropriately differentiated for all learners.
- Pupils with SEND are given individual consideration and suitable provision is made for them. The process of Assess, Plan, Do, Review (APDR) is used to identify and meet their priority needs as part of an ongoing process.
- We have effective communication and partnership with parents.
- We listen to the voice of the child and involve pupils with SEND in the planning of their education; **so that they are aware of the targets they are working towards.**



Roles and Responsibilities

There is a whole school responsibility for meeting special educational needs.

SEND Co-ordinator (SENCo): Rebecca Smith (from September 2019)

Inclusion Co-ordinator: J Fisher

SEND Governor: Mrs Judith Davis Roach

DEMAT Director of Inclusion and Safeguarding: Amy Weaver

Governors;

Have a statutory duty to pupils with special educational needs. Appropriate resources should be secured by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs. A lead Governor has responsibility for liaising closely with the SENCo and Head Teacher. This Governor should attend training where appropriate and keep the Governing body informed of all matters relating to special educational needs.

Special educational needs items will be regularly discussed at the Governor's sub-curriculum committees.

Head teacher;

Has overall responsibility for:

- The management of the policy;
- The assessment and provision for pupils with special educational needs;
- Keeping the governors informed;
- Liaising with DEMAT for support and advice;
- Liaising with external agencies including the educational psychology service and other support agencies, medical, social services and voluntary bodies.

Any complaints about general or specific provisions will be referred to the Class teacher in the first instance. If the issue is not resolved then it shall be referred to the SENCo and finally the Head Teacher.

Teachers

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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Each teacher:

- Implements the school's special needs policy and **with appropriate support from the SENCO:**
- Identifies that a pupil may have special educational needs;
- Records appropriate differentiation and strategies using APDR and the 360 assessment tool.
- Liaises with the SENCo in reviewing the progress of children who have/ may have SEND;
- Follows APDR for children with SEND;
- Implements agreed measures to cater for a pupil's individual need including
 - planning and teaching lessons to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full national curriculum;
 - setting, recording monitoring and assessing the work of TAs in relation to children with SEND;
- Liaises and works in partnership with parents of children with SEND.

Special Educational Needs Co-ordinator (SENCo);

- Oversees the school's SEND policy;
- Maintains the school's SEND register and Provision map;
- Oversees the records kept by class teachers on all pupils with SEND;
- Advises teachers, when necessary, on how pupils might meet planned learning objectives;
- Co-ordinates provision for pupils with SEND;
- Supports teachers in the writing of individual plans and targets and undertaking reviews
- Liaises and works in partnership with the parents of children with SEND;
- Liaises and works in partnership with members of the DEMAT central team as required;
- Liaises and works in partnership with external agencies, including the Educational Psychology Service, Local Authority Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Visual Impairment Service, Educational Welfare Service, Multi-cultural Education Service, medical and social services and voluntary organisations;
- Contributes, with support from outside agencies, to the in-service training of staff and governors;
- Liaise closely with the Head Teacher, Senior Leadership Team and the SEND Governor
- With support of the SLT oversees the work of Teaching Assistants in supporting pupils with special educational needs;

- Has appropriate release time to manage SENCo responsibilities;
- Uses ICT for recording and analysing assessments and for tracking progress. At Guilden Morden we use the 360 degree assessment tool as well as Pupil Tracker, alongside any specific assessments for specific areas of need as appropriate.
- Manage the SEND budget and use it to best support all children all have SEND;
- Manage the Provision Map on a regular and frequent basis.

Teaching Assistants;

Teaching assistants play a vital role in working with whole class, small groups and individual children to support or extend. They work alongside the class teachers in meeting the needs of individual or groups of children. They

- Follow agreed programmes or the planning of the class teacher;
- Ensure the health and safety of the children they are working with (including all aspects of Safeguarding)
- Adapt tasks to an appropriate level when needed, under the direct guidance of the class teacher;
- Support the teacher in identifying and preparing appropriate resources.
- Keep records of the progress of the children they work with and provide useful feedback to the class teacher and SENCo
- Liaise with parents under the direction of the class teacher. Records will be kept of progress and Undertake training when needed.

Lunch Time Supervisor;

Lunchtimes can be challenging for some pupils who have SEND. The lunchtime supervisor is responsible for following agreed policies and practices and ensuring that lunchtimes are a positive part of the school day for all pupils. They

- Will be made aware of any problems a child may have that affect their inclusion at lunchtimes;
- Will support the SEND policy of the school;
- Maintain consistency of any programme for particular children whose needs have been made known by the Class teacher or SENCo;
- Will inform the class teachers and the Head teacher of any concerns regarding individual children;
- Maintain consistency of any programme for particular children whose needs have been made known by the Class teacher.

Pupils:

- Will be encouraged to actively participate in their own target setting and take responsibility for their own learning;

The role of the Local Authority (LA)

Where a child is experiencing significant difficulties and is not making progress the LA may become involved.

It is the role of the LA to consider whether or not formal assessment leading to an Education Health and Care Plan (EHCP) is necessary.

If appropriate they should make an EHCP and arrange, monitor and review provision.

Admissions Policy

The admissions policy of the governors makes no distinction as to pupils with SEND. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the

school. The only exception would be in the rare case 'where a child's inclusion would be incompatible with the efficient education of other children' (Education Act 1996, SEND Code of Practice 2015).

In the case of pupils with an EHCP, the Head Teacher and SENCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil.

No pupil can be refused admission solely on the grounds that s/he has SEND or because the school feels unable to cater for his/her particular SEND.

At Guilden Morden the statutory infant class size limit of 30 pupils will be observed by the governors with the two exceptions:

- pupils could be admitted to attend mainstream lessons but be registered at a special school
- Throughout the academic year pupils with EHCP could be admitted and counted as an exception for the rest of the academic year of admission.

(Such exceptions can only be made by the Admissions Authority and cases must be referred to the admissions officer for the area.)

The school is committed to inclusion for all pupils and follows the procedures of the SEND Code of Practice (2015) and the disability Code of Practice (2002).

Allocation of Resources

The governors, through the Finance Committee will allocate funds to meet the needs of pupils with SEND. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA under special needs headings in the Section 42 Statement and Standards Fund, and to the amounts allocated for SEND in the proposed school budget. The annual report to parents will also include this information.

The Head Teacher will manage the funds allocated by the governors to meet the differing needs of pupils in the school with special educational needs.

The governors require that optimum use be made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

In-Service Training of Staff and Training for Governors

In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's In-service training plans for SEND will be reported to the governors, and will include details of training for teachers, the Special Educational Needs Co-ordinator, Teaching Assistants and other ancillary staff.

The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LA, Primary Support Service and other schools to devise and share training opportunities.

The governors will include training on SEND, responsibilities, assessment and provision when drawing up their own plans for governor training.

Identification of Special Needs and disabilities

The school has a graduated response to providing help for pupils with special educational needs. This approach is recommended by the SEND Code of Practice (2015) and adopted by Cambridgeshire LA for the identification of provision for pupils with SEND. The advice of specialists will be sought when needed.

The graduated responses are based on the principles that:

- Provision for a child with SEND should match the nature of their needs;
- There should be regular recording of the pupil's SEND, the actions taken and the outcomes.

The needs of the majority of the pupils will be met through the school based stages:

Level 1 Catch up - via Quality First Teaching (QFT) through an inclusive classroom with differentiation and reasonable measures taken to cater for the pupil's needs

Level 2 Catch up – Identified pupils who need a short term intervention to fill gaps in learning. This can be completed via Teaching Assistant, Class Teacher or outside services. This can include Speech and Language early support for lower Key Stage 1.

Level 3 Booster – Identified group of children requiring some extra support to boost their progress, taught by either the class teacher or specific specialist booster teacher whilst the remainder of the pupils of the class are taught by a specialist teacher for a particular subject.

Level 4 SEN Support – Identified children whose progress is not satisfactory after Level 1 and 2 has been implemented, the school will consider whether they have SEND and will identify which of the broad area of need apply (6.28 – 6.35 SEN COP 2015).

When a pupil is identified as having a SEND, his or her name will be placed on the school's SEND Register. The graduated response of assess, plan, do and review (APDR) will be followed to cater for the pupil's needs and gather further information about those needs. This process will be recorded using the 360 degree assessment tool and associated records.

There may be a need for Teaching Assistant or outside agencies or services to be involved to support in delivering one or more interventions to cater for the pupil's needs. Pupils will have specific targets identified.

The pupil's progress will be reviewed at least termly by those concerned with the particular pupil. Progress on the National Curriculum will be noted as well as progress within the specific targets that have been set for that pupil.

If external support is deemed appropriate a referral will be made to the LA using an Early Help Assessment (EHA) and this will be led by the SENCo and will involve the class teacher and the pupil's parents.

Level 5 - Education Health and Care (EHC) plan - Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young

person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention; the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate

Assessment

In assessing the SEND of any pupil we will seek to identify the specific areas of strengths and weaknesses. This will mean collecting information from a variety of sources:

From the school:

- Class records, including any from other schools, which the pupil has attended in the previous year
- National Curriculum Attainments
- Statutory Assessment Tests or Tasks (mandatory and/or optional)
- Standardised test results or profiles
- Records of achievement
- Reports on the pupil in the school setting
- Observation about the pupil's behaviour
- Ongoing, dynamic 360 degree assessment.

From the Preschool/playgroup/nursery school:

- Profile of the pupil's development.
- Observations about the pupil's behaviour
- Records of any interventions and outcomes of the APDR cycle specific to that pupil.

From the parent:

- Views on the pupil's health and development
- Perceptions of the pupil's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Action the school might take.

From the pupil:

- Personal perceptions of any difficulties
- Relevant information that they wish to share
- Their opinion about how difficulties might be addressed (as far as this is possible considering the age, maturity and capability of the pupil.)

From other sources:

- Information already available to the school from health, social services or any other sources
- Where relevant the school will actively seek information from health and social services and other agencies closely involved with the pupil

- Where relevant the school will involve external specialists e.g. Primary Support Service Staff, Educational Psychologist, members of the hearing/visual impairment teams.

From this information a Plan will be drawn up to match resources/programmes to pupil's needs.

Provision

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the teacher will define what the pupil is expected to learn and any work to be carried out by the Teaching Assistants. Once the learning objective is defined a class teacher can seek advice from the SENCo on strategies which might be used to help a pupil achieve the learning objective.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials and taking into account the differing learning strategies of the pupils.

The class teacher will make all adults, who work with the pupil, aware of the guidance and advice in the 360. If there is essential information or a pupil requires treatment or management different from that normally given to the other pupils, the class teacher will ensure that all those who are likely to come into contact with the pupil are appropriately informed.

Parents will be kept informed of their child's progress and involved in specific programmes of work where appropriate. The views of parents will be sought at all stages of assessment and provision. Together parents and teachers can build a far more complete picture of a pupil and his or her needs than can be done separately.

For the most part their class teacher will meet the special educational needs of pupils at Guilden Morden Primary within the classroom situation. However where it is considered beneficial to a particular pupil or a group of pupils to work outside their classroom situation, arrangements will be made, where staffing opportunities allow.

Monitoring and Evaluation

- Class teachers will use the 360 assessment tool to identify areas of need and regularly record and evaluate the progress of the pupil in the format of APDR
- The SENCo and Assessment Coordinator will also refer to the information gathered on Pupil Tracker (using SAT materials, standardised tests and National Curriculum) to inform their judgements about the pupil's progress.
- Parents will be informed and consulted about their children's progress through regular discussions.
- The SENCO, in consultation with the Head Teacher will meet regularly with class teachers to update the SEND list.
- Parents will be informed as soon as it is reasonably possible of any proposed change to their child's SEND status.

Evaluating success

The governors will evaluate the success of this policy annually, and will consider and report on the effectiveness of the school's work on behalf of children with SEND.

In particular the governors will look at:

- The views of parents on the working of parent partnerships
- The effectiveness of the graduated responses in meeting needs
- How well pupils with SEND take part in the whole curriculum of the school
- How well pupils with SEND develop independence
- How well pupils with SEND take responsibility about the school
- How resources have been allocated to and between pupils with SEND
- Details of how many statutory assessments have been made and the involvement and time given by other specialists.

Use made of Teachers and Facilities from Outside the School

The Access to Learning, Specialist Teaching Team is based at Box No: SS1015, Babbage House, Castle Park, Castle Hill, Cambridge CB3 0AT and provides resources, support and advice. We also have access to specialists from the Visual and Hearing Impairment Units who assess, advise and monitor pupils.

The Educational Psychologist is involved in assessing pupils and providing suggestions for programmes to help in a variety of areas.

Speech and Language Therapists are available to carry out assessments and provide programmes

The Community Paediatrician is available for assessment and advice.

Pupils may, if necessary, also be referred to a range of specialists dealing with such areas as behaviour, social skills or physical difficulties.

Links with other mainstream schools

There are links with Bassingbourn Village College, which include meetings with relevant Village College Staff and the Year 6 pupils and staff.

The SENCo from the Village College is invited to Year 5 and 6 reviews of Statemented children or pupil's with Education Health Care Plans, if the pupil is intending to continue his/her education there.

There are also opportunities for the SENCo to meet the Village College SENCo and Year Tutor to discuss specific difficulties for pupils on the graduated response stages.

Visits can be arranged for pupils, particularly those with statements or specific problems, during the summer term so that they can become more familiar with the college environment.

Records and other relevant information will be passed on to all schools receiving pupils transferring for Year 7 and where possible the SENCo and/or Class Teacher will liaise personally.

Where pupils are transferring to or from a Special School the SENCo and/or the Class Teacher will make contact.

Other Links

The school has links with the Health and Social Services and there are regular meetings with the Educational Welfare Officer and the Head Teacher. These may include the SENCO and/ or Class Teacher if necessary.

Parent Partnerships

“Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEND to achieve their potential.” (The SEND Code of Practice 2015)

Guilden Morden Primary values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision.

Together parents and Teachers can build a far more complete picture of a pupil and his or her needs than can be done separately.

Communicating and working with parents will involve:

- Having positive attitudes towards parents, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers.
- Recognising the pressures a parent may be under because of the child’s needs.
- Acknowledging the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental permission before referring them to others for support.
- Informing them about support organisations and the Parent Partnership Service when SEND are identified.

Parents;

Have a responsibility to communicate effectively with professionals and so they will be encouraged to;

- Work in partnership with the school, through regular consultation, to help meet their child’s needs and through their input into the Individual Education Plan.
- Communicate regularly with the school to alert them to any concerns.
- Express their views every term by means of a questionnaire.
- Fulfil any obligations under home-school agreements.

Pupil Participation

“Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child” (United Nations Conventions on the Rights of the Child).

At Guilden Morden we actively encourage and support pupil participation in all areas of school life. Pupils should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular we:

- Ensure access for all pupils to all the activities within the whole life of the school.
- Value pupils contributions in class discussions e.g. during circle times and P.S.H.E.
- Acknowledge and respond to the need for training and encouraging the pupils to take part in their education.
- Have a genuine commitment to pupil participation.
- Make special arrangements to help those pupils with specific needs, e.g. hearing impairment, communication difficulties.
- Value the role of the pupil in setting targets and reviewing their progress.
- Encourage pupils to contribute to the Statutory Assessment Process, where appropriate.

- Look to implement a Personal Centred Annual Review meeting where appropriate.

Note: “There is a fine balance between giving the child a voice and encouraging them to make informed decisions and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support.”(The Children Act 1989/The SEND Code of Practice 2015)

Summary

As a school we recognise that children may have particular educational needs at some time during their school life. These may cover a range of physical, behavioural, emotional and learning difficulties and may be for a short or extended period of time. The school has adopted the graduated response model of special needs assessment and provision recommended by Cambridgeshire LA We value early contact with parents and co-operation in implementing programmes so that your child can fully benefit from the help available.

The South Cambridge Pupil Support Service is based at Box No: SS1015, Babbage House, Castle Park, Castle Hill, Cambridge CB3 0AT and provides resources, support and advice.

You can obtain a copy of the Special Educational Needs Policy on request. You can find a copy of the SEND Code of Practice 0 to 25 Years Jan 2015 at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

You can view Cambridgeshire’s Local offer at: <http://www.cambridgeshire.gov.uk/send>

SEND Co-ordinator (SENCo): Rebecca Smith

SEND Governor: Mrs Judith Davis Roach

Complaints

If you have any complaint about the special educational provision for your child or about special educational needs generally, please do see the class teacher in the first instant. If you feel that the matter has not been resolved, then speak to the SENCo and subsequently the head teacher. If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs/governor/special needs committee of the governors, who will consider the complaint at their next meeting and contact you within five school days from the date of the meeting.

Guilden Morden Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.