

# **Cragside Church of England Primary School**



## **Special Educational Needs and Disabilities Policy v6**

Revised: March 2022

Date of next Review: March 2023

(or earlier to reflect any additional guidance or changes)

**(This document is available in an alternative format and in an  
alternative language on request)**

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Safeguarding Policy
- Positive Handling Policy
- Teaching and Learning Policy
- Curriculum Policy

## Intent

At Cragside Church of England Primary School, we seek to live out the Christian and British values which are at the heart of our school and expressed in our mission statement and the set of SHINE BRIGHT expectations that we have at school. Our constant and relentless drive is that there should be **high achievement for all** at Cragside, that every child and adult should have the very best chance to succeed in life and that all are able to participate in what our school and wider community is able to offer. At the core of what we do, we seek to share the importance of our school values: Respect, Joy, Forgiveness, Perseverance, Kindness and most importantly, Love.

Our school motto, 'Let Your Light Shine' is taken from St Matthew's Gospel and encapsulates the aim of our school; to provide encouragement and opportunities for everyone to discover and use the gifts and talents they have been given. We seek to enable every single child and adult to flourish and achieve their full potential. We believe that all children have the right to feel safe and we actively seek to overcome all barriers to learning, offering new opportunities and responding to learners in ways which take account of their varied needs, range of starting points and diversity of life experiences.

Cragside C of E Primary School is an inclusive school. We recognise the individuality of each child and strive to help them achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs. We believe all children have the right and ability to learn and make progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

Our School promotes high standards and all children, regardless of their particular needs, are provided with the very best teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with Special Educational Needs or Disabilities. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 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 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Prevent Duty guidance (Update August 15)
- Keeping Children Safe in Education (Sept 2021)
- Statutory Guidance on Supporting pupils at school with medical conditions
- CP and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## THE INTENTIONS OF THIS POLICY ARE:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEN
- to request, monitor and respond to parents/carers and children views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet the needs of all children, through well targeted continuing professional development and dialogue

- to ensure support for children with medical conditions in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## RESPONSIBILITIES FOR SEND AT CRAGSIDE C OF PRIMARY SCHOOL

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Joanne Parker – SENDCO and Headteacher. Please make an appointment with the school office (01670 714200) if you wish to speak to the SENDCO.

The responsibility for the management of this policy is that of the Headteacher. The day-to-day operation of this policy is the responsibility of the SENDCO. The SENDCO (Special Educational Needs and/or Disabilities Coordinator), Mrs Parker coordinates provision across the school. She, with the support of the staff and governors, seeks to;

- Develop effective ways to overcome barriers to learning.
- Ensure targeted intervention and provision for SEND children
- Monitor teaching, standards, evaluate provision, set targets and aim to secure high quality teaching for children with SEND
- Ensure appropriate assessment of provision for pupils with SEND and track progress
- Provide data analysis for value added progress
- Procure and commission services and resources
- Manage communication and information sharing
- Have an up to date Legal Knowledge of SEN and disability rights including the Equality Act 2010
- Provide training and support for staff and parents. Manage Continued Professional Development (CPD).
- Ensure the school has access to necessary skills to support children and staff
- Manage the financial deployment of SEN budget
- Strategically deploy a team of Learning Support Assistants, with the support of class teachers
- Liaise frequently with teaching staff, LSAs and other specialists working as a part of a paraprofessional team within and across a network
- Organise review meetings and prepare all necessary paperwork associated with SEND.

## DEFINING SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

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

*Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## **BROAD AREAS OF NEED:**

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children are entitled to have access to a challenging curriculum, which is broad, balanced, adapted and personalised to meet every child's unique needs..

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our School SEND Information pack, which is available on our school website, provides further information about the agencies we work with.

## **IMPLEMENTATION OF OUR POLICY**

### **IDENTIFICATION OF SEND**

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

Some children arrive at our school with identified SEN, in which case the SENDCO and/or class teacher will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations. This will be documented in a Pupil Passport.

### **SEN SUPPORT**

Where a child is identified as having SEN 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. An SEN Support Plan is then written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets during parental consultation meetings and are also warmly welcomed to discuss their child's needs at any point in time, with the appropriate staff in school. *In addition to this, classteachers and the SENDCO are available for further discussions either formally or informally.*

We adopt a graduated approach with four stages of action: **Assess, Plan, Do and Review** this means:

- **Assess** - in identifying a child as needing SEN support, the 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 / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENCO 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 should also be recorded on the school's information system.
- **Do** - The class teacher remains 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 / SEN 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. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCO, 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:

Excellence in Teaching

Children receive inclusive, effective teaching which may include the personalised approaches, pre-teaching, scaffolding and over learning opportunities. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing. Where children are identified as having gaps in learning, a rapid response is provided by staff to ensure optimum learning takes place.

### Level 2:

Additional School Intervention

Continued or increased 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 class 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 children from other agencies may be sought.

### **Level 3:**

#### **High Need**

Where a child continues to have significant needs, 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 teachers 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, known as a COSA.

### **HOME SCHOOL PARTNERSHIP**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

We encourage parents/carers to make an active contribution to their child's education and have termly meetings to share the progress of special needs children with their parents. We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents / carers always have access to the SENDCO who is present on the school yard every morning and through a school email address.

We aim to have good and informative relationships with all of our parents and carers. If a child is experiencing difficulties, parents will be informed either at one of our termly parent consultation meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

### **Paperwork for children at SEN (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Each term, the child's strengths and interests are recorded on their SEN Support Plan, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year. Some children whose primary need is SLCN, may have an individual speech and language plan instead of a SEN Support plan. A termly SEN Support Plan is produced and/or reviewed. The plan records specific and aspirational targets for the child to achieve during a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Children's views matter to us.

- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN children are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given within school.

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- Weekly meetings with the SLT (including the Deputy Head teacher, Assistant Headteacher, Phase Leaders and Early Years Leader)
- Termly meeting with the Governors responsible for SEND.
- Meetings with class teachers to discuss children identified as having additional needs and their provision, as well as further meetings and discussion as required.
- Half termly meetings/CPD with the Learning Support Assistants

## **ADAPTATIONS TO TEACHING, THE CURRICULUM AND THE LEARNING ENVIRONMENT**

Cragside C of E is a disability friendly school. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support all children and give them a chance to 'Shine.' All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of our everyday provision, curriculum content and ideas can be adapted and made more accessible by using a range of different and relevant approaches.

## **ACCESS TO EXTRA CURRICULAR ACTIVITIES**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **STAFF EXPERTISE**

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to internal, LA or other providers as well as the provision of resources, books and guidance towards useful websites.

All of our LSAs are part of our coaching model and are provided with training to develop their skills and expertise. Other LSAs and HLTA (higher Level Teaching Assistants) have expertise and training in other areas or specific interventions, for example the Better Reading Programme, RWI and Lexia. All LSAs work with classteachers to support children with SEN and disabilities. Our school is committed to High Achievement for All and our SEND children are very much an integral part of this.

*All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. (Teachers Standards 2012)*

## **TRANSITION ARRANGEMENTS**

### **Transition into and within school:**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from our nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and/or child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are,

- where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to Secondary School**

The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **THE ROLE OF GOVERNORS**

The Governing Body challenges the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet The needs of children with SEND following the requirements of the Code of Practice 2014. The Governors with particular responsibility for SEND are Mrs Bev Morris and Dr Honor Parker. The Governors meet with the SENDCO at least termly to discuss actions taken by the school, progress of SEND children and any arising issues.

### **COMPLAINTS**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **CONCLUSION**

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

### **REVIEW FRAMEWORK**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Joanne Parker, Headteacher

Date: March 2022

Signed: Chair of Governors: Mrs Carly Harbottle

Date:

Review Date: March 2023 (or earlier if required)