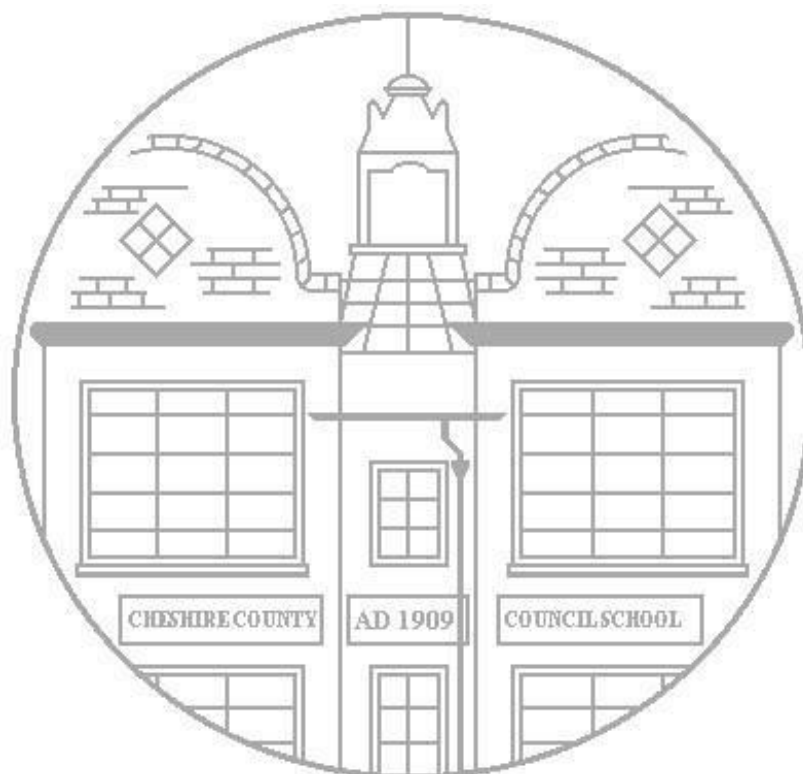


Cambridge Road Community Primary & Nursery School

Special Educational Needs Policy



Approved by the staff:

Signed:

Approved by the governors:

Signed:

Review date:



SPECIAL NEEDS POLICY

1. INTRODUCTION

This document is a statement of the aims, principles and strategies for children with Special Educational Needs and/or Disabilities at Cambridge Road Community Primary and Nursery School. It was developed through a process of consultation with teaching staff, Headteacher and Governors and reflects the SEND Code of Practice 2014 and the Children's and Families Act 2014. This policy works alongside and in conjunction with the schools SEN information Report and the Local Offer offered by Cheshire West and Chester Local Authority.

This document provides a framework for the identification of and provision for children with special educational needs. It is written for the benefit of all the members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

Every pupil with SEN and Disability (SEND) in this inclusive school has an entitlement to fulfil his / her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents / carers, other schools, the local community and with personalised 'wraparound' health care and social services providers.

2. WHAT IS A SPECIAL EDUCATIONAL NEED?

Under the Children's and Families Act 2014 (section 20) a Special Educational Need is defined as:
"when a child has either a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post16 institutions in England"

Children have a learning difficulty if they:

'have a significantly greater difficulty in learning than the majority of children of the same age'

'have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority'

'are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them'

3. AIMS

- ❖ Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- ❖ Ensure that these children are integrated into all activities of the school in order to promote the highest levels of achievement.
- ❖ Ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- ❖ Involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.
- ❖ Raise the aspirations of and expectations for all children with SEND.

4. OBJECTIVES

- ❖ To work within the guidance provided by the SEND Code of Practice 2014.
- ❖ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- ❖ To ensure access to the curriculum for all children.
- ❖ To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- ❖ To plan for any pupil who may at some time in their education have special educational needs.
- ❖ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ❖ To give every child the entitlement to a sense of achievement.
- ❖ To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- ❖ To develop and maintain partnership and high levels of engagement with parents.

5. ROLES AND RESPONSIBILITIES

"All teachers are teachers of children with SEN. Teaching such children is therefore a whole school responsibility"

SEND Code of Practice 2014

The named person responsible for co-ordinating Special Educational Needs and Disability at Cambridge Road Community Primary and Nursery School is Mrs R Stevenson.

All members of the school community (teaching and non-teaching staff, parents, pupils and Governors) work towards the school aims by:

- ❖ using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- ❖ sharing a commitment to inclusion and a partnership approach to provision.

Governors

The Governor responsible for overseeing the school's special needs provision is Mrs S Proctor.

The Governing Body must:

- ❖ do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ❖ ensure that, where the 'responsible person'- the head teacher or the appropriate Governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ❖ ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- ❖ consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ❖ ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- ❖ play a major part in school self review of SEND including their involvement in the development and monitoring of the SEND policy and the schools SEND provision including how funding, equipment and personnel resources are deployed.
- ❖ have a regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ❖ ensure that parents are notified of a decision by the school that SEND provision is being made for their child

Headteacher (Mr D Pickering)

The Headteacher is responsible for:

- ❖ overseeing the provision for children with special educational needs
- ❖ monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- ❖ keeping the Governing Body fully informed
- ❖ working closely with the school's Special Educational Needs and Disability Co-ordinator ❖ the implementation of the SEND Code of Practice 2014

Special Educational Needs and Disability Co-ordinator (Mrs R Stevenson)

The SENDCo has an important role to play with the Headteacher and Governing Body in
'determining the strategic development of SEND policy and provision in the school'

The SENDCo has responsibility for:

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ co-ordinating provision for children with SEND
- ❖ liaising with the relevant Designated Teacher where a looked after pupil has SEND
- ❖ advising on the graduated approach to providing SEND support
- ❖ advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- ❖ managing, liaising with and advising Learning Support Assistants (LSAs all take part in Performance Management meetings and are given targets and relevant training highlighted).
- ❖ liaising with parents of pupils with SEND
- ❖ liaising with Early Years Providers, other schools, Educational Psychologists, Health and Care professionals, and independent or voluntary bodies
- ❖ being a key point of contact with external agencies, especially the local authority and its support services
- ❖ liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ❖ working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ ensuring that the school keeps the records of all pupils with SEND up to date

Lead Behaviour Professional (Mrs D Wellings)

Our Lead Behaviour Professional has the responsibility for:

- ❖ improving standards of behaviour and reducing the number of serious incidents occurring with identified pupils
- ❖ reducing the number of fixed term and permanent exclusions
- ❖ establishing individual intervention programmes designed to improve behaviour
- ❖ improving the links between school and parents of identified pupils, promoting consistent approaches
- ❖ monitoring progress and ensuring that implementation of the relevant initiatives is efficient and effective
- ❖ leading and initiating CPD opportunities for other professionals, promoting a consistent, whole school approach to developing pupils' social, emotional and behavioural skills
- ❖ directing the work of Learning Support Assistants in providing support for identified pupils
- ❖ working with parents and other agencies including Health, Speech & Language Team, Behaviour Pathway professionals, Autism Team, Learning Mentors, Social Services, CAMHS, Core Assets, Young Carers, Play Therapist etc.

Class Teachers

Class teachers have responsibility for:

- ❖ teaching the whole range of pupils effectively across the curriculum areas providing differentiated programmes where necessary
- ❖ identifying a child with special educational needs and liaising with the SENDCo

- ❖ keeping accurate and detailed records to monitor progress
- ❖ keeping parents informed of any action to be taken and involved in their child's progress
- ❖ implementing and reviewing any targets set
- ❖ managing Learning Support Assistants
- ❖ where appropriate, liaising with external agencies

Learning Support Assistants

The Learning Support Assistants have responsibility for:

- ❖ assisting the teacher or SENDCo in the implementation of academic and behavioural targets
- ❖ keeping clear and accurate records
- ❖ being aware of children with particular individual needs
- ❖ delivering relevant interventions

Learning Mentors

The Learning Mentors have responsibility for:

- working alongside Headteacher and school staff to identify pupils who may be at risk of failure.
- working with pupils and their families to identify barriers to learning and establish an action plan
- establishing and maintaining supportive relationships with pupils
- working with colleagues to monitor and review the needs of identified pupils
- monitoring and reviewing personal action plans alongside Headteacher and relevant staff □ attending relevant meetings to provide data and written progress reports

ELSA

Our Emotional Literacy Support Assistant's (ELSA) work under the guidance and supervision of the Child Psychology Team and are trained to support students with their emotional well-being.

- ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework.
- All children should be nurtured in accordance with their individual needs. There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others. ELSAs can provide some of this support.

6. SAFEGUARDING

'In order to safeguard children anybody working with children should take all reasonable measures to ensure that the risks of harm to the children's welfare is minimised. If there are any concerns about children's welfare appropriate action to address the concerns should be taken'.

Designated teacher for Child Protection - Mr D Pickering

Governor responsible for Child Protection - Mrs V Armstrong

Governor responsible for Safeguarding - Mr K Salter

Governor responsible for LAC - Mrs D Wellings

7. ADMISSIONS

All children with SEND have the right to be educated in a mainstream school. Cambridge Road Community Primary and Nursery School strives to be a fully inclusive school. It has been recognised by the Inclusion Quality Mark agency as a 'Flagship Centre of Excellence' the first in Cheshire West and Chester. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome, including those with special educational needs, in accordance with the LA Admissions policy. According to the Children's and Families Act 2014, if a parent wishes to have their child with an Education Health and Care Plan educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

8. ACCESS FACILITIES

Cambridge Road Community Primary and Nursery School does provide facilities for pupils with special educational needs including some facilities which assist access to the school by pupils who are disabled.

9. RESOURCE ALLOCATION

Schools require LA funding for all of their pupils, including those who have a form of SEND. The funding schools receive is vital to provide the educational support for all pupils, and special educational provision for pupils with SEND. Since April 2013 there are three elements of SEND Funding

(a) Core Education Funding: The AWPU (Age Weighted Pupil Unit) - This is dependent on the total number of pupils in a school. Each pupil (both with and without SEND) is provided with a certain amount of funding to meet their educational needs. There is no set amount per pupil but there is now a general belief that this is the equivalent of approximately £4,000 per pupil.

(b) Additional Support Funding (ASF): On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEND budget'. Currently, the government suggests that a school should use their notional SEND budget to fund up to £6,000 worth of special educational provision for a pupil with SEND. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEND. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.

(c) Top-up Funding: If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

Many children at Cambridge Road CP & N School receive an allocation of monies known as Pupil Premium for FSM, Looked After and Armed Forces. Each and every pupil premium intervention is benchmarked, undertaken and evaluated alongside the schools existing tracking system. A full report on the spend of this funding along with other pupil premium interventions for those children not having SEND provision are presented to the Governors on an annual basis and reported to parents on the schools VLE.

10. IDENTIFICATION AND ASSESSMENT, PROVISION AND MONITORING

Early identification, assessment and provision are essential. The sooner action is taken, the more successful it is likely to be, enabling the child to learn and progress at an appropriate rate for the child. Identification continues to follow a graduated approach.

Once a potential SEND is identified four types of action are taken to put effective support in place:

- Assess - the child's or young person's needs
- Plan - what do we need to do? What provision is needed? What outcomes should be achieved?
- Do - do it! Put the provision in place
- Review - what difference is it making towards outcomes?

Assess:

To help identify / assess children who may have SEND Cambridge Road measures their progress by referring to:

- Teacher assessments, observations and experiences of the pupil
- Pupil progress, attainment and behaviour
- The individual's development in comparison with their peers
- Pupils progress against objectives specified in the National Curriculum
- The view and experience of parents
- The pupils own views
- Advice from external support agencies
- Information arising from half termly pupil progress meetings
- Information arising from the child's previous educational experiences

As good practice Cambridge Road also uses a range of individualised assessment tools and approaches to support the closer identification needs such as:

- Standardised tests
- Criterion referenced assessments / checklists
- Profiling tools for behaviour and speech and language
- Observations, prompt sheets, ABC sheets
- Questionnaires for parents and pupils
- Screening assessments such as Irlens

Individualised assessments allow greater clarity of our pupils' strengths and needs which in turn influences subsequent approaches to teaching and learning.

Plan:

In response to the identification of children's needs special educational provision is made. Initially Cambridge Road ensures that high quality teaching that is differentiated for individual pupils is in place. The SEND Code of Practice 2014 specifies that:

'All teachers and support staff who work with a child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required'

'Class and subject teachers retain responsibility for the pupil even when the pupil is undertaking targeted provision away from them'

Where high quality differentiated teaching is not sufficient Cambridge Road ensures that additional / different targeted provision is planned for where clear and expected outcomes are directly linked to provision. Examples of this include:

- Personalised 1:1 support
- Group interventions

Do:

The SEND Code of Practice 2014 places the teacher at the centre of the day to day responsibility for working with all pupils including those with identified SEND whether receiving SEN support, SEN support plus or with an EHC plan even where interventions and targeted provision involve group or 1:1 teaching away from the class. At Cambridge Road teachers work closely with any LSAs or specialist staff involved to plan and assess the impact of targeted interventions.

Review:

At Cambridge Road teachers continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular meetings with support staff. Teachers at Cambridge Road do not wait for formal meetings to reflect on and make necessary adaptations to teaching and learning approaches and provision. It is on-going. Progress is however tracked and reviewed regularly for all children half-termly through pupil progress meetings. Staff are challenged at these meetings with regard to:

- Have pupils met their expected targets at the end of the year?
- Are pupils on track to meet their end of term targets?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing between pupils with SEND and all pupils?

The SEND Code of Practice 2014 recognises 4 broad areas into which the children's needs may be found:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Although not required by the SEND Code of Practice Cambridge Road does split its SEND children into the following categories:

- SEN support
- SEN support Plus
- Education Health and Care Plans / Top Up Funding

11. PROVIDING CURRICULUM ACCESS AND INCLUSION

At Cambridge Road Community Primary and Nursery School pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Cambridge Road strives to be an inclusive school, engendering a sense of community and belonging through its:

- ❖ Inclusive ethos
- ❖ Broad and balanced curriculum for all pupils
- ❖ Systems for early identification of barriers to learning and participation
- ❖ High expectations and suitable targets for all children

12. REVIEWING AND EVALUATING SUCCESS

A review of this policy will take place annually. It is the responsibility of the Governing Body and in particular the designated Special Needs Governor to ensure the task is carried out. Through review, whenever necessary, names and details will be updated. The needs of the pupils and resources will change over time; therefore, the policy must be flexible.

The success of the school's SEND Policy and Provision is evaluated through:

- ❖ monitoring of classroom practice by SENDCo and subject co-ordinators
- ❖ analysis of pupil tracking data and test results
- ❖ value-added data for pupils on the SEND register
- ❖ monitoring of procedures and practice by SEN Governor
- ❖ Multi-agency meetings
- ❖ SENDCo report to Governors via the Head teacher's report.
- ❖ SEND Information Report for the Local Offer
- ❖ Strategic School Development Plan / SEND Development Plan

13. COMPLAINTS

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they can contact the SENDCo. If they feel their child's needs are still not being met they should contact the Headteacher. If parents are still concerned they may contact the Governor responsible for SEND and/or the Information, Advice and Support service:

iasservice@cheshirewestandchester.gov.uk

14. STAFF DEVELOPMENT

All staff are involved in the teaching of special educational needs. All staff have the responsibility of using their existing skills and expertise to meet the needs of the children in their class. In service training and professional development of staff is reviewed in relation to the Strategic School Development Plan. Staff are informed of the courses available and needs are prioritised.

- ❖ SENDCo's, Teachers and LSAs will attend SEN courses which are of interest and have a particular bearing on the children they are supporting
- ❖ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Governors will be informed of school based training. Staff will be involved in developing practices, which promote Whole School approaches to SEND.
- ❖ RQT's will access specific training and induction programmes.

15. EXTERNAL SUPPORT AGENCIES

Cambridge Road Community Primary and Nursery School has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENDCo and these services, particularly at multi-agency meetings.

Parents are always informed when the school consults an external agency that becomes involved with their child. The following agencies may be consulted:

a) Education Support

The Early Years Specialist Teaching Service

The EYSTS offers advice and support for those child who are in Foundation Stage.

SEN Officer - Tracy Rimmer

Offers advice and support to school regarding the needs of SEND children.

b) Medical/Health Service Support

Sensory Impaired service

A teacher from this service will visit the school to monitor any child with a visual or hearing impairment.

Paediatrician

The local consultant paediatrician will examine all referrals and notify the school of any medical diagnosis.

Speech and Language Therapist / Outreach service

The school is provided with programmes for specific children seen by the therapist. These programmes are then implemented. School accesses the SALT outreach service throughout the year.

Occupational Therapist / Physiotherapist

This service is provided following a request by the school to the school doctor or another medical professional (SALT). They will then consider a subsequent referral to O.T. Programmes are subsequently delivered and targets established.

General Practitioner and Health Visitors

Parents are asked to visit their GP initially if the school is concerned about their child's health.

c) Social Support

Social Services

This service is involved when deemed necessary.

Educational Welfare Officer

The EWO is available to advise the school on absenteeism, registers, re-integration, child protection and make home visits to parents.

16. PARTNERSHIP WITH PARENTS

Parents are informed when we first identify that a child has Special Education Needs.

At Cambridge Road we aim to promote a culture of co-operation with parents, schools, LAs and others and will do it by:

- ❖ Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCo.
- ❖ Involving parents as soon as a concern has been raised. This may be done at a parent consultation or through an appointment with the class teacher.
- ❖ Providing access to the SENDCo to discuss the child's needs and approaches to address them.
- ❖ Supporting parents understanding of external agency advice and support. Permission is always obtained from parents before external agencies are approached.
- ❖ Undertaking Annual Reviews for children with EHC Plans / Top Up Funding.
- ❖ Signposting parents to the schools SEND Information Report on the VLE.
- ❖ Ensure parents are aware of the voluntary services available to them regarding Special Educational Needs e.g. the LA Parent Information, Advise and Support Service.

At Cambridge Road we accept and value the contribution of parents and encourage their participation.

17. THE VOICE OF THE CHILD

At Cambridge Road Community Primary and Nursery School we aim to involve the children in their learning and their own progress. Many children with special needs have little self-confidence and low self-esteem. Involving the children in their learning can contribute to an improved self-image, greater self-confidence and the feeling of self-worth. At Cambridge Road we encourage the children to participate in their learning by:

- ❖ contributing in all the decision-making processes that occur in education including the setting of learning targets.
- ❖ identifying teaching and learning strategies that will help them achieve their targets.
- ❖ reviewing their targets
- ❖ contributing to the assessment of their needs and to the annual review and transition processes.
- ❖ discussing their choice of school in Year 6.
- ❖ Encouraging self-advocacy and independence.

18. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

All records are transferred to other mainstream or special schools when a pupil changes or leaves the school. Arrangements can be made for the SENDCo / Lead Behaviour Professional to accompany a parent on an initial visit to secondary provision if requested.

For children with an EHC Plan in Year 6 their annual review in Year 5 should take into consideration the proposed transfer of schools. The child's EHC Plan can then be amended in the Spring Term of the year of transfer to include their new school.

Although the SENDCo of the receiving school does not have to attend the final annual review Cambridge Road invites a member of the receiving High School to a transition meeting in the Summer Term.

Mrs R Stevenson

Updated March 2022

