

Special Educational Needs and Disabilities Policy



Cavendish

Primary School

Approved by:	Governing Body	Date: October 2017
Last reviewed on:	November 2018	
Next review due by:	November 2019	



Cavendish Primary School
Special Educational Needs and Disabilities Policy
October 2018

At Cavendish Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Cavendish Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy provides information and guidance for parents, staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice for children with Special Educational Needs and Disabilities as set out in the 2014, Children and Families Act. The Code of Practice states the rights and duties introduced by the Special Educational Needs & Disability and Equality Act 2010.

The Inclusion Manager and SENDCo is Christine Burns and the designated governor for SEND is Barbara Minter.

1. Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **additional and different provision** to be made for them.

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.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 SEN Code of Practice)

2. Roles and responsibilities in relation to SEND

The class teacher

Is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully *adapted to the needs of pupils* to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.

- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENDCo.
- Writing and evaluating Provision plans and sharing these with parents/carers at least termly.
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with SEND children in school are aware of their strengths and difficulties.
- Helping other adults to deliver the planned program to help individual pupils to meet their targets.

The Inclusion Manager

Is responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities.
- Coordinating all of the provision for pupils with Special Educational needs or Disabilities.
- Ensuring that parents/carers are:
 - Made aware of any concerns regarding their child's progress.
 - Involved in supporting their child's development.
 - Involved in evaluating and reviewing their child's progress towards set targets.
- Liaising with outside agencies to support children's development.
- Updating the schools SEND register.
- Ensuring that there are in-depth records of children's needs, targets and progress.
- Providing support and training to teachers and teaching assistants so that they can help all children to reach their potential.

The Headteacher

Is responsible for:

- The day to day management of all areas of the school's work, including provision for pupils with Special Educational Needs or Disabilities.
- Working closely with the SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.

The Governing Body

Is responsible for:

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Headteacher and SENDCo.
- Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

3. The four areas of Special Educational Need

Special educational needs and provision can be considered as falling under four broad areas:

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

'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.' (2014 Code of Practice)

4. Identification and Assessment of SEND

Initial concerns about a child's progress or development may come from:

- The class teacher expressing concerns that a child's progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- The school's rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous Educational settings such as previous schools, nurseries or Children's Centres.
- Parents approaching school with their concerns about a child's development.
- The child expressing concerns about their own learning or development.

4.1 Identification prior to entry:

Pupils entering school with special educational needs will be identified through close liaison with feeder resourced nurseries/schools, consultation with support and health agencies and with parents/carers.

4.2 Assessment and Identification in Foundation Stage

At Cavendish Primary School we recognise that some of our children may enter school with verbal, cognitive and social skills that are below those expected for their age, and that they may need time to adjust to the demands of school-life. Unless there is a specific learning or physical difficulty already identified, children's progress towards the Early Learning Goals will be closely monitored during the first term of the Nursery/Reception year. During the second term the Nursery/Reception teacher and the SENDCo will discuss any concerns about the progress of identified children, and set targets and success criteria accordingly. These will be recorded on an Initial Concern Form (see Appendix B) and parents/carers informed. The class teacher and SENDCo will review these targets and, if the child is still developing below age-related expectations, a decision will be made whether to place the child on the SEND register. Where a specific learning difficulty is suspected a referral to the Educational Psychologist or SEND Inclusive Education Services.

We make use of the "*Bradford Early Years Support Grid*" (see Appendix C) to identify children who are falling behind age related expectations and to support our judgements on whether there may be a Special Educational Need.

Assessment and Identification in Key Stage 1 and 2

4.3 Communication and interaction needs including Autistic Spectrum Disorders Pupils with Communication and Interaction needs may have problems with one or more areas of speech, language or communication; including difficulties in understanding language or in making themselves understood. Where there are concerns about a child's verbal skills or understanding of language, a referral may be made to a Speech and Language Therapist (with parental consent) in order to further understand needs and to gain advice on appropriate provision.

Autistic Spectrum Disorders (ASD) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Disorder

is suspected the SENDCo will make a referral to the school nurse who may then refer to other health professionals such as the Child and Adolescent Mental Health Services (CAMHS) to seek a formal assessment.

Where a diagnosis of an Autistic Spectrum Disorder is given, a referral may be made to the specialist teachers within SEND Inclusive Education Services.

4.4 Cognition and learning needs

Children with difficulties with Cognition and Learning will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.

We have rigorous assessment and progress monitoring procedure in place. Where there is concern that a child's progress has slowed or stopped or that they are falling behind their peers, teachers with support from the school's SENDCo, will begin to consider what barriers to learning a child may have and what 'additional provision' may need to be put into place to help a child to progress. Targets will be set and the additional provision will be reviewed after a suitable period of time. A decision will then be made as to whether further provision is needed and whether to add the child to the schools SEND register.

The needs of children with Specific Learning Difficulties will be assessed using the guidance in the SEND folder from Education Bradford and appropriate provision made. Where a specific learning difficulty is suspected a referral to the SEND Inclusive Education Services may be made.

4.5 Social, Mental and Emotional Health

Children who have Social, Mental and Emotional Health Needs may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The class teacher, with support from the SENDCo, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Where this is identified the focus of provision will be to develop social skills, self-esteem and emotional literacy with a view to developing learning readiness, often through a referral to the school Pastoral Team.

Cavendish Primary School recognises that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent, assessment will be used to determine whether these are the result of unmet learning or communication difficulties. If a learning or communication difficulty is identified appropriate targets and provision will be put in place following the 'graduated approach'.

The Bradford Behaviour Support Services 5 level model and colour coded range descriptions will be used to prescribe a 'best fit' level of need and to identify the provision which may be appropriate for children whose behaviour continues to have an adverse effect on their learning or social development.

Where there is concern that a child's behaviour may be the result of mental health problems the school, with parental consent, will consult specialist agencies for support and to seek specialist provision.

If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, the SENDCo and the schools Pastoral team will work closely with the child's parents or carers to implement appropriate family support. A referral to Early Help may be appropriate.

4.6 Sensory and physical needs

Identification of the range of support needed for children with Physical Difficulties or Sensory Impairments will be made using the guidance in the SEND folder from the Local Authority. Referral for support from external agencies will be made by the SENDCo with parental consent.

5. Provision

Provision is always implemented based around the child's individual needs and is carefully tailored to meet specific targets. For children with SEND, provision will take into account the possible need for support in developing social relationships and will focus on enabling inclusion for all pupils.

Provision and specific interventions will be regularly evaluated to monitor their appropriateness and effectiveness. This will include assessment of pupil's attainment at entry and exit to the intervention using appropriate data. Parents/carers and children will be invited to become more closely involved in their child's learning and to give their views on the targets/ provision put in place.

Provision for pupils with SEND will be recorded on a Provision Map and detailed records of interventions will include all participating children, evaluations of progress, and details of intervention strategies used. These are also summarised on the Whole School Provision Map.

The SENDCo, in consultation with colleagues, will continue to investigate and evaluate new intervention strategies as they become available to broaden and enrich the curriculum and to meet the diverse needs of our pupils. All intervention strategies will be based on need and not age. In this way children's individual learning needs are met on a personalised level.

6. The 'Graduated Approach' to SEND

Once a possible Special Educational Need or Disability has been identified, a cycle of assessment, planning, provision and reviewing will be used to ensure that the provision in place is the most appropriate in enabling a pupil to make good progress and secure good outcomes. As a greater understanding of a child's needs and difficulties is developed, decisions will be revised and provision altered as appropriate. If necessary, more frequent review and more specialist expertise will be drawn on in successive cycles to ensure that provision and intervention meets the needs of the pupil.

7. The Graduated Approach in practice

Where a child has been identified as having a Special Educational Need or Disability using the Bradford Range Descriptors these targets will be carefully tailored to address the child's primary area of need. Quality First Teaching is carefully adapted to suit the child's preferred learning style and specific strategies are employed to help the child to meet these targets. These children will usually fall within level 1 of the Bradford Range Descriptors.

Where it is felt that the gap is not being closed by specially differentiated quality first teaching it may be considered appropriate to place the child in a small intervention group with children who have similar needs. The intervention will be carefully planned to address the children's needs and will be led by a trained adult. All interventions will be recorded on a provision map for pupils at Range 2 and above. The effectiveness of provision and children's progress towards set targets will be monitored regularly. These children will usually fall within level 1 or 2 of the Bradford Range Descriptors.

Cavendish Primary School is committed to working in close collaboration with a number of professional agencies outside of school to ensure that children's needs are fully met. Where it is

felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and specific small group interventions, advice may be sought from professional agencies outside of the school. In these cases the class teacher or SENDCo will contact the parents to discuss the need for outside agency involvement and to gain their consent for the referral to be made. Children's targets and provision will be updated in light of advice from other professionals and their recommendations will be shared with parents.

Where a child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for. This will be done with the consent of the parents/carers and in collaboration with other professionals. The EHC Plan will give in-depth details of the child's needs and provision.

For pupils with an EHC Plan, Pupil Profiles will be updated by the teacher using the objectives from the plan as guidance. These will be completed in collaboration with the child where appropriate and parents/carers will be invited to express their opinions on targets, provision and progress. An Annual Review will be held by the SENDCo for children with an EHC plan, to which all relevant parties will be invited. These children will usually fall within level 4 or above of the Bradford Range Descriptors.

8. Putting children and families at the heart of our practices

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers, and we value their unique knowledge of the child's needs.

Through our target setting approach, pupils are fully included in evaluating their own learning and in setting targets for future learning in cooperation with their class teacher. This is extended throughout the graduated approach to SEND through Intervention Plans and Pupil Profiles. Children will be involved in agreeing the provision that is to be put into place to help them to meet set targets.

These targets and provision will be shared with parents/carers at least termly. This is usually done at Parents' Evenings where parents will be given the opportunity to share their views on their child's needs, targets and provision put into place.

For children with an EHC plan, an Annual Review will be held in addition to these meetings. This gives an opportunity for Parents/Carers, the school and other relevant professionals to discuss a children progress, provision and targets. The child's views will be sought prior to the Annual Review and where appropriate, the child will be invited to attend the review.

9. Funding for SEN

SEND is funded as an integral part of the school budget. It is planned for by the Headteacher and Business Manager supported by the Senior Leadership team and monitored by the Governing Body.

10. Arrangements for considering complaints about SEN provision

Cavendish Primary School follows the Local Authority complaints procedure. In the first instance it is expected that any complaints will be dealt with through informal discussion with the relevant members of staff, including the SENDCo and the Headteacher.

SENDCo - Christine Burns

Appendices

- A- Glossary of terms
- B- Initial Concern Form
- C- Bradford Early Years Support grid

Reviewed: October 2018

Next review date: October 2019

Appendix A- Glossary of terms

Annual review	A yearly review of a statement of special educational needs.
Appropriate progress	Progress in line with targets that would be appropriate for a child of similar age and aptitude.
Assessment	An ongoing process of finding out a child's progress, achievements, strengths and needs.
Attention deficit disorder (ADD)	A diagnosis that is based on difficulties with attention and impulsiveness.
Autism spectrum disorder (ASD)	Autism disorders are ranged on a spectrum that is characterised by social, communication and learning difficulties.
Chronological age	Age in years and months.
Code of practice	A guide for early education settings, schools, local authorities and those that help them, on meeting their responsibilities for children with special educational needs.
Community paediatrician	A doctor employed by the health service, who plays a major role in early identification of special educational needs.
Differentiation	The ways in which the curriculum and teaching are adapted to meet a range of needs.
Educational psychologist (EP)	Educational psychologists are trained in psychology, pedagogy and child development. They provide advice, consultation and assessment to schools and other settings.
Education Health and Care plan (EHC Plan)	A legal document written by the local authority that sets out a child's needs and the extra help they should get.
Health visitor	A qualified nurse with additional training.
Hearing impairment (HI)	A loss of hearing, which ranges from profound and permanent deafness to lesser, temporary levels.
Individual education plan (IEP)	A working document setting out the targets and the support to meet special educational needs that is additional to or different from that provided for others. We call these our 'Pupil Profiles'.
Inclusion	A process of educating children within their community.
Learning difficulty	A school aged child has a learning difficulty if he or she finds it much harder to learn than other children of the same age or if he or she has a disability that hinders them from using educational facilities.
Learning mentor	A school based professional, who works alongside teaching and pastoral staff to support individual pupils to overcome barriers to learning.
Mainstream school	A local school, which caters for all children.
Modification	A change made to the national curriculum to make it more accessible for a child.
National curriculum	This sets out the entitlement to learning for all pupils.
Peer group	Other children of a similar age, interests or abilities.
Performance levels (P levels)	Levels below national curriculum level one in the form of a series of learning objectives.
Assertive Mentoring	A whole school approach which rigorously integrates target setting, tracking, mentoring & checking systems to aid pupil progress.
Sensory impairment (SI)	An impairment of hearing or vision.

Social worker	A person employed by the local authority, who is trained to provide support and advice for parents and families on social/care issues.
Special educational needs coordinator (SENCo)	The member of staff with responsibility for coordinating special educational provision within a school or early education setting.
Special educational provision	The extra or different provision made for children with special educational needs.
Specific learning difficulty (SLD)	A brain based learning difficulty that manifests in delays in specific areas, including reading and writing. E.g. dyslexia, dyscalculia etc.
Speech and language therapist (SALT)	A person trained to assess and treat speech, language, voice and fluency disorders.
Statutory assessment	A multi-disciplinary assessment of special educational needs, which have not been met by provision put in place by the school.
Transition plan	A plan, written after the annual review, drawing together information from different people into a plan for the child's transition to a new class or school.
Visual impairment (VI)	A loss of vision that ranges from profound through to lower level.

Appendix B - SEND Initial Concern Form

CAVENDISH PRIMARY SCHOOL

SEND INITIAL CONCERN FORM

Name of child:
D.O.B:

Class:

Concern:

Action to be taken:

Signed:

Date:

Date for review:

Outcome of action taken:

Future action:

Signed:

Date:

Appendix C

Progress for School Age Children

Using the Grid
 1. Identify year group / age across horizontal axis
 2. Identify developmental stage across vertical axis
 3. Use corresponding % ARE to plot SEN stage and progress.

Dev Age	Chronological Age / Year Group															
	0 - 1 yrs	1 - 2 yrs	N1 (2 - 3)	N2 (3 - 4)	YR (4 - 5)	Y1 (5 - 6)	Y2 (6 - 7)	Y3 (7 - 8)	Y4 8 - 9	Y5 (9 - 10)	Y6 (10 - 11)	Y7 (11 - 12)	Y8 (12 - 13)	Y9 (13 - 14)	Y10 (14 - 15)	Y11 (15 - 16)
0 - 12 m	DI1 - 2	DI1 - 2	DI3 - 4	DI3 - 4	DI5	DI6	DI7	DI8	DI9	DI10 - 11	DI12 - 13	DI14	E2	E3	E4	E5
12 - 24m	P4	P5	P6	P7	P8 / E1	E2	E3	E4	E5	Y1 - 33%	Y2 - 33%	Y3 - 33%	Y4 - 33%	Y5 - 33%	Y6 - 33%	Y7 - 33%
24 - 36m																
36 - 48 m																
48 - 60m																
5 - 6yrs																
6 - 7yrs																
7 - 8yrs																
8 - 9yrs																
9 - 10yrs																
10 - 11yrs																
11 - 12yrs																
12 - 13yrs																
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15 - 16yrs																



R Dennis 05.01.17

