



# Cold Norton Primary School

## Special Educational Needs and Disability (SEND) policy

### MISSION STATEMENT

At Cold Norton Primary School we will provide a rich learning environment where each child develops knowledge, skills and understanding to achieve their full potential. Our aim is for each child to become:

- Happy, independent, self-confident, emotionally and spiritually literate.
- An enthusiastic and equipped learner who enjoys a challenge and copes well with change.
- Brimming with personal and physical wellbeing.
- Have an interest in, respect for and awareness of both their world and the world beyond them.
- A creative thinker who can make wise choices.

*This policy was agreed by Staff: Autumn 2021*

*This policy was agreed by Governors: Autumn 2021*

*This policy is to be reviewed: Autumn 2024*

**Mrs D Bishop (SENCo)**

**September 2021**

## Special Educational Needs and Disability (SEND) policy

### Cold Norton Primary School

#### 1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction (CI)
  2. Cognition and learning (CL)
  3. Social, mental and emotional health (SMEH)
  4. Sensory/physical (SP)
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### 2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

*Disability: 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **3) The kinds of special educational needs for which provision is made at the school**

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **4) How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help.

## **5) What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's teacher. This then may result in a referral to the school SENCo whose name is Mrs Bishop and whose contact details are 01621 827086.
- Parents may also contact the SENCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **6) How will the school support a child with SEND?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  1. Classroom observation by the senior leadership team or SENCo.
  2. Ongoing assessment of progress made by pupils with SEND
  3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
  4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
  5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
  6. Attendance and behaviour records.
    - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
    - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class/subject teacher and assessment leader.
    - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
    - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
    - Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

Special Educational Needs Support Service  
Specialist teaching team  
Educational Psychologist Service  
School Nurse and healthcare services  
Emotional Wellbeing and Mental Health Service  
Parent Partnership service

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **7) How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.

- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### **8) How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

### **9) How will parents be helped to support their child's learning?**

- Parents should look at the school website and its learning platform which includes links to resources that will be useful in helping learning at home. In addition, the class and school newsletters includes a section that identifies learning opportunities.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning. Homework also supports learning taking place in school.

### **10) What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. These can be found on the school's website within the curriculum map.
- Pupil and parent voice mechanisms are in place such as class and school council meetings.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision map.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school's policies on behaviour and anti-bullying can be found on the website.

### **11) Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

## **12) What specialist services are available at the school?**

The school has access to a range of specialist support that are identified in (6) above.

## **13) What training do the staff supporting children and young people with SEND undertake?**

In the last two years, different school staff have received different training as appropriate to their role, including:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with social, emotional & behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with Attachment Disorder
- First aid, Asthma and EPIPEN training
- Managing Diabetes
- How to support pupils with learning difficulties through questions

## **14) How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities. Parent support will be sought if deemed necessary.

## **15) How accessible is the school environment?**

- Ramps for access to the playing fields and school.
- One toilet has been adapted to ensure accessibility for pupils with a disability.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment.

## **16) How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

## **Transition to the next school, preparation for adulthood and independent living**

### **Primary to KS3:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

## **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
  - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision map. These target the broad areas of need:
    1. Cognition and learning
    2. Social, Emotional and Mental Health (SMEH)
    3. Communication and interaction
    4. Sensory and/or physical

## **17) How is the decision made about how much support each child will receive?**

- For pupils with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.



- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **18) How will I be involved in discussions about and planning for my child's education?**

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member,
- During parents evenings,
- Meetings with support and external agencies.

### **19) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Child's class teacher,
- The SENCo/headteacher
- For complaints, please contact the School Governor with responsibility for SEND, Mrs S Stone. She can be contacted via the school office.

### **20) Where can I find out information about SEND matters from the Local Authority?**

Further information can be found at [www.essex.gov.uk/education/schools/Special-Education-Needs](http://www.essex.gov.uk/education/schools/Special-Education-Needs)

### **Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENDCo)

Statement: Statement of Educational Need