



Cleeve Prior C of E Primary School. Special Educational Needs and Disabilities Policy (SEND Policy) 2022

Head of School : Miss Laughlin

SENDCo: Mrs Wilks

SEND Governor: Jonathan Marshall?

Designated Safeguarding Lead (DSL): Miss Laughlin; Deputy DSL: Mr Croke

School ethos

At Cleeve Prior Primary School, we believe strongly that every child deserves the chance to shine. The School aims to promote equality in all aspects of school life.

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SECTION 1: OVERVIEW

Principles of this Policy

The Governors and staff at Cleeve Prior C of E School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Create an environment and high-quality provision that meets the special educational needs of each child;
- Identify, assess, record and regularly review pupils' special educational needs.
- Ensure that our curriculum is responsive to all children whatever their individual need, focussing on inclusive practice and removing barriers to learning.
- Have high expectations and aspirations for children and young people with SEND, promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs.
- Work collaboratively with all agencies (education, health and social care) involved with the child;
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration when planning to support the development of a child with



SEND.

Definition of Special Educational Needs and Disability (SEND).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age.

A child at school age has a learning difficulty or disability if he or she:

- Has 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 (p.15 Code of Practice 2015)

SECTION 2: ROLES AND RESPONSIBILITIES

Role of SENDco

Our SENDco has an important role to play alongside the Senior Leadership Team and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENDco is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND and advising on the graduated approach for SEND support;
- liaising with the relevant Designated Teacher, as well as communicating and involving parents/carers of a pupil with SEND.
- Supporting teachers in identifying children with special educational needs, assessing and planning for progress
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Working with the headteacher and governors on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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 agencies

- Liaising with middle schools and other primary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Supporting the professional development of teachers and teaching assistants by arranging and/or providing training in delivering interventions and implementing strategies to ensure pupils make progress
- Working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- These roles are overseen by the Headteacher if the SENDCo is unavailable.

Governors

Our Governing body has specific oversight of the school's arrangements for SEN and disability. The Governors, Head Teacher and SENDCo regularly review how SEND expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

School leaders and teaching staff, including the SENDCo, identify any patterns in the identification of SEND, both within the school and in comparison, with National data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Class Teacher

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborate with the SENCo to provide relevant provision to ensure individuals make progress
- Work with the SENCo to collect all available information on the pupil and share it with all relevant staff
- Develop IPMs for SEN pupils seeking advice from the SENCo where necessary
- Work collaboratively with any additional staff within the classroom (Teaching Assistants) to ensure that they understand SEN pupils' targets.
- Ensure differentiated planning allows for appropriate provision for children with SEN
- Work with SEN pupils on a regular basis to deliver the IEP targets
- Review IPP targets and use this information to develop new, relevant IEP targets
- Be involved in the development of the school's SEN policy

Headteacher



- The day-to-day management of all aspects of the school including the SEN provision
- Providing the governing body with information regarding SEN provision within the school
- Working closely with the SENCo to ensure appropriate provision is made for SEN pupils
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

SECTION 3: IDENTIFICATION AND PROVISION

Identifying SEND

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. Attainment and progress are monitored regularly and vigorously, and we maintain high expectations for every pupil. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through Quality First Teaching.

Disabled children and young people

Some children and young people who have SEND 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

School admission arrangements

Cleeve Prior C of E School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent 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.

Training and resources



Most of the funding to support children with additional needs, including pupils with SEN and disabilities, is determined by the Local Authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEND. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The Local Authority may need to provide additional top up funding in specific cases.

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made, and support given to pupils, is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD by the process in school.

SECTION 4: APPROACH TO IDENTIFICATION

How are we going to do it? (see appendix 1)

We are alert to emerging difficulties, and this may happen at varying stages of development. We aim to respond early to these as early identification and intervention can significantly reduce the use of more complex intervention at a later stage. Cleeve Prior School has a preschool which is an integral part of the school, this therefore allows for the opportunity of early intervention and increased awareness of developmental issues regarding children with SEND. Cleeve Prior School listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting concern a multi-agency approach may be appropriate.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability.



Identifying and assessing SEND for children whose first language is not English (EAL) requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

When reviewing and managing special educational provision the broad areas of need and support outlined below are considered. These four broad areas give an overview of the range of needs and children often cut across all or some of these areas. The purpose of identification is to work out what action we need to take regarding tailored target setting. We are aware that a child's need may alter over time and review targets and progress regularly.

Broad areas of needs

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Communication and Interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties

which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2015).

SEND support

Our teachers are responsible and accountable for the progress of every child in their classroom. When a child is identified as needing SEND support, the school employs a graduated approach of 'Assess-Plan-Do-Review' adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015) and Graduated Response guidance for Worcestershire (SEND Local Offer 2019).

ASSESS what the SEND child can do and the needs of the individual, focussing on weaknesses using the 4 broad areas of needs. Advice from external agencies may provide support in this stage.

PLAN how to support the individual with SEND through target setting using the IEP (Individual Education Plan) or EHCP (Educational Health Care Plan) if required. Plan collaboratively with Teaching Assistants and Teachers to support the child with interventions.

DO by putting the plans into action and working towards the targets, evidencing and recording the impact of interventions and monitor progress within the classroom.

REVIEW the effectiveness of the interventions and methods used in supporting the child with SEND and then begin the cycle again as you reassess what the child can do based on the





evidence collected from the review.

SECTION 5: COMPLAINTS PROCEDURE

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the SENDCo and/or Headteacher, to discuss the concern. Parents can request an appointment with the SENDCo directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the school complaints procedure. If the complaint would like to be taken further after this then follow the Worcestershire LA policy and procedure in the first instance. Parents may choose to contact the Governor with responsibility for SEND.

SECTION 6: DATA RECORDING

Use of data and record keeping

The provision made for pupils with SEND is recorded accurately and kept up to date. All details are confidential and will only be shared with the relevant practitioners in our school; there may be occasions where we feel it would be beneficial for outside agencies to have access to the records, but we will always seek permission from parents first. SEND information is securely transferred onto the child's next provider, once the child transitions from Cleeve Prior. Documentation is signed to confirm the successful data transfer of individual SEND files and no information is kept after this point by Cleeve Prior School.

SECTION 7: PARTNERSHIPS

Involving specialists

Where a pupil continues to make less than expected progress or concerns arise the school will consider involving specialists. The child's parents are involved in any decision to involve specialists and open communication with parents around these meetings is maintained.

Such specialist services include, but are not limited to:

- Educational Psychologists
- Children and Young People Services
- Advisory Teaching Service- specialist teachers or support services
- Therapists (occupational therapist, speech and language and physiotherapist)
- School nurse
- Paediatricians

Partnership with parents and children.

Our school believes that good communication between parents/guardians and staff is



essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs and disabilities to achieve their potential. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

All children are encouraged to participate in discussions about their learning and their targets. Our aim is that children feel that their views are valued right from the start of their education.

Transition

SEND support includes planning and preparation for the transitions between phases of education. To help support the transition the school shares information and supports the child in their next steps, by communicating with our Schools Pre-School and local secondary schools.

SECTION 8: REVIEW

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes.

Policy updated: September 2021

Policy review due: September 2022



Cleeve Prior
C of E PRIMARY SCHOOL

Learning and Growing Together

Appendix 1- How we identify SEN (Special Educational Needs)

