



CUDDINGTON PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

MISSION

We provide an ambitious and inclusive learning environment where everyone can develop their own interests and talents. Everyone is valued and encouraged to be the best that they can be, building on their resilience, confidence and independence.

Name of SENDCo: Mrs Suzanne Mills (Head Teacher)

Mrs Jenny Ducker (Shadow SENDCo)

Name of SEND Governor: Mrs Cerri Jones

The school draws upon the SEN Code of Practice (DfES 2014) for guidance and the statutory duties introduced by the SEN and Disability Act 2014 as well as the Local Authority Policy and Guidelines. The school has also explored the Government's Green Paper (March 2022) to shape provision in our school.

RATIONALE

Cuddington Primary School values the abilities and achievements of all its pupils and is committed to providing an inclusive learning environment. We recognise that pupils who come to Cuddington may have special needs at some time during their school life. In implementing this policy, pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, much can be done to overcome them by parents, teachers and pupils working together. At Cuddington we have a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into our classes. Every effort is made to ensure that they have full access to the National Curriculum and all aspects of the school, providing a high-quality ambitious education that is fully inclusive.

The Governing Body will ensure that appropriate provision is made for all pupils with SEND and will ensure that as a school we have due regard for all statutory frameworks when carrying out our duties.

This policy reflects the most up to date statutory guidance including, but not limited to, the SEND Code of Practice (2014) and the Equality Act (2010).

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND PROVISION

A child has special educational needs if they have difficulties that call for special

educational provision to be made.

A child has special educational needs if they:

- have a recognised Specific Learning Difficulty (SpLD) in line with the Equalities Act 2010 e.g. Autism
- have a significantly greater difficulty in learning than the majority of children of the same age
- do not make expected progress for a significant amount of time, despite interventions and strategies being put into place.
- have a disability which prevents or hinders them from accessing the school's facilities

Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools.

Appropriate provision for pupils with learning difficulties is that which:

- narrows the attainment gap between the pupil and their peers or prevents the attainment gap widening;
 - equals or improves upon the pupil's previous rate of progress;
- gives improved curricular access;
- demonstrates improved pupil behaviour and social or personal skills;
- is acceptable to both the pupil and their parents;

Intent

At Cuddington Primary School we aim to ensure that:

- all pupils at the school have the same rights in line with the Equalities Act 2010;
- all pupils have equality of access to a broad and balanced curriculum, giving them the knowledge and cultural capital they need to succeed in life;
- all pupils have access to a differentiated curriculum appropriate to their need and ability;
- pupils requiring special provision are identified as early as possible;
- pupils identified with a special educational need take as full a part as possible in all school activities;
- parents of pupils with a special educational need are kept fully informed of their child's progress and attainment;
- pupils are involved, where practicable, in decisions affecting their provision. This gives them a positive attitude to their learning;
- a variety of teaching strategies are used. Teaching is designed to help all our children to remember in the long term the content they have been taught and integrate new knowledge into larger concepts.

- We create an environment suitable to every child's needs giving them the ability to be able to focus, become independent and have a positive attitude to their learning.
- Staff have high expectations for all, including behaviour and conduct, which is consistent throughout the school.

GUIDELINES

Admissions

The school is bound by the LA admissions policy. In compliance with the Equality Act (2010), the governing body endorses the belief that the admissions criteria should not discriminate against pupils with SEND.

Allocation of resources

The governing body seeks to ensure that resources are allocated appropriately to support those pupils identified as having special educational need. Carefully selected resources reflect Cuddington's ambitious intentions for all learners.

Complaints procedure

If parents have a complaint about the school's SEND provision, they will be directed to the school's complaints procedure which is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Cuddington' Support Scale

At Cuddington, in line with Cheshire West and Chester, we have developed a Support Scale (see below) which identifies 4 levels of need A to D. All children identified as requiring additional support, will be allocated a place on the Scale. The Scale details the provision that the class teacher must put in place in terms of support from a teacher or TA. All pupils placed on Scale B are defined by the school as having SEND and will have a One Page Profile written for them by the class teacher, including reasonable adjustments to be made. These profiles will be updated termly. All pupils placed on Scale C and D will have a more detailed Child Profile written for them and may be in receipt of additional funding.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

External agencies and organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. When it is considered necessary, colleagues from support services will be involved with SEND pupils. These may include:

- Educational psychologists
- Medical officers
- Speech and language therapists
- Physiotherapists
- Hearing and visual impairment services
- Autism team

In addition, important links are in place with the following organisations:

- Local nurseries
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services

Funding

Cheshire West & Chester (CWaC) support SEND children using the following criteria:

Element 1

All schools receive a notional SEND budget which depends on the number of children identified as having SEND on census day (November). The school decides, using the Cuddington Support Scale, how to use the funding to support the children at this stage.

Element 2

Some additional money is used by school to fund the needs of children with high levels of SEN. These children are identified as category 'C' children on the Cuddington Support scale. The school will ensure that up to £6,000 of provision is made for the child. This may include a number of resources and **does not necessarily** mean a teaching assistant will support the child in class.

Element 3

Schools can apply for Top Up funding or an EHC Plan which means children will be provided with additional funds from the LA. This extra funding may be used by the school in a number of ways to support the children and **does not necessarily** mean a teaching assistant will be employed to work with the child. Parents have a right under new EHC Plan arrangements to request how this funding is spent for their child. This should be done in consultation with the class teacher and the SENDCo.

More information will be available on the Local Offer Website which can be accessed through the school's website.

Identification of need

Every teacher understands and recognises the importance of identifying, assessing, understanding a personalised teaching approach in order to meet the needs of all our pupils with SEND. All teachers are responsible for identifying pupils with SEND. Early identification

of pupils with SEND is a priority. Pupils will be identified as having special needs if, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Have a recognised Specific Learning Difficulty such as Dyslexia
- Have a recognised medical condition which impacts significantly on the child's learning in school.

Other factors can hinder progress, but will not in isolation do not lead to children being identified as having a Special Educational Need. Such factors include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The school will use appropriate screening and assessment tools to ascertain pupil attainment and progress through:

- Regular teacher observation and ongoing formative assessment
- Their performance in the National Curriculum judged against age expectations (or P scales) in summative termly assessments
- Regular assessment of reading
- Standardised screening and assessment tools
- Records from previous schools
- Information from parents

These assessments help the school to design appropriate differentiated learning programmes for pupils identified with SEND. The SENDCo and class teacher will use them to:

- Assess learning difficulties
 - Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Plan next steps in learning
- Involve parents in a joint home-school learning approach

Interventions

The class teacher and SENDCo. will decide the action required to help the pupil make progress and record this intervention on their One Page Profile Profile (Reasonable adjustments). This

will be monitored by the SENDCo (see Monitoring SEND section). Based on the results of previous monitoring and assessments, the actions might be:

- deployment of extra staff to work with the pupil
- provision of alternative learning materials/ special equipment
- group support
- staff development/training to undertake more effective strategies
- ELSA trained member of staff within school.
- use of published interventions
- access to LA support services for advice on strategies, equipment, or staff training
- Lego Therapy

Local Offer

The LA is required by the Code of Practice (2014) to publish a local offer on how it will meet the needs of children with Special Educational Needs. This policy reflects the current advice provided by the LA in their Local Offer. This information is summarised in the SEND Information Report which is published on the school's website and provides a link to the LA Local Offer.

Monitoring of SEND Provision within school

The responsibility of monitoring the provision made by teachers for children with SEND and implementation of this policy is the responsibility of the school's SENDCo, Suzanne Mills. Monitoring of SEND is completed using a variety of methods including:

- Progress meetings between the Senior Leaders and class teachers which specifically target children with SEND
- Action Plans for children identified as making inadequate progress (which may include SEND children)
- Sampling One Page Profiles by the SENDCo to ensure quality and accuracy
- Book Scrutinies and lesson observations of interventions / Quality First Teaching
- Talking to the pupils themselves

Parental involvement

We firmly believe in developing a strong partnership with parents as this will enable children with SEND to be the best that they can be. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. We will carry out the Graduated Approach cycle of assess, plan, do and review required by the Code of Practice 2014.

Parents will be informed as soon as their child is identified as having a special educational need and will be kept fully informed by the class teacher.

Parents will meet with the class teacher at least termly. At the meeting, parents will be informed of:

- Identified SEND need in reference to the Code of Practice 2014
- Provision that has been made for their child and, if relevant, a review of previous provision
- Progress made between meetings
- Relevant sharing of advice from external agencies
- Ongoing concerns and how these are being addressed in school
- Statutory Assessment or EHC Plans if relevant

Parents may request at any time to see information the school holds on the provision made for their child. The SENDCo will meet with any parents who have concerns with or without the class teacher present.

The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA.

Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Parents should refer to the school's policy on supporting children with medical needs for further information.

One Page Profiles and Child Profiles

All children identified as SEND have a One Page Profile which follows LA guidance and is stored electronically by the SENDCo and relevant class teachers on 'TEAMS'. They are also used as a working document by the class teachers. All information is stored on password protected computers or memory drives in compliance with the Data Protection Act. Parents can request at any time to see the information stored within it and to have a copy of it.

A One Page Pupil Profile includes;

- Information about the strengths and interests of the child
- The voice of the child and what helps them to learn
- Reasonable adjustments made by the teacher to support curriculum access

A Pupil Profile includes:

- An information page detailing the child's SEND, areas of strength, areas of difficulty and additional medical information.
- Outside agency involvement including any relevant reports and advice

- Outcomes for the child and short-term targets – written by the SENDCo following discussions with the class teacher – the long term aims for the child and will briefly detail the provision.
- Provision for the current half term / term which is written by the class teacher. This will include any special short-term interventions.
- The voice of the child
- The voice of the parents
- Pupil Progress Data
- Standardised Test Information
- Declarations & Signatures.

Range of provision

Teaching SEND pupils is a whole-school responsibility. The core of every teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The assessment of support and provision decided by Cheshire West and Chester has recently been reviewed and it is in the following format distinguished by 3 Bands.

The first level of response for a child who is falling behind age related expectations is characterised by support that is **additional to** the normal differentiated curriculum, which they continue to receive.

Quality First Teaching: - Quality First Teaching is the most effective way of meeting children's needs in school, which demonstrates appropriate differentiation. All staff are expected to be fully inclusive in adapting the environment and curriculum materials by making reasonable adjustments.

Band B

If a teacher feels that a child is having difficulty with any aspect of the curriculum, they will discuss with the SENDCo the concerns that they have. Using assessment information and evidence which the teacher has gathered from specialist advisors, a degree of support will be agreed. The teacher will begin a One Page Pupil Profile and make reasonable adjustments to support the child's learning.

The responsibility of the Provision Map, Pupil Profile and progress of the child remains the responsibility of the class teacher with support and guidance from the SENDCo. Children who fall into this first Band may have Moderate Learning Difficulties, extremely low range on standardised assessments - Below low average range (1st – 2nd centile). Curriculum attainment is 2-3 years below age related expectations.

Band C

A child has Moderate to severe Learning Difficulties, extremely low range on standardised assessments. And Curriculum attainment may be more than 3 years below age related expectations. Attainment levels End KS1: P2 –P5 End KS2: Working below Y1 ARE.

Rate of progress very slow over time despite use of SEND support and high levels of targeted interventions following the identification and use of appropriate strategies and Band 1 funding and additional resources in place.

Individualised curriculum provided for the pupil for direct teaching parts of the day. This may require a high level of curriculum support with significant differentiation in all lessons. Assistance with and alternative recording methods needed for most/all curriculum areas.

Band D

A child will need a sustained level of support which is detailed in the child's Education, Health Care Plan (EHC). Placement of a pupil at this level will be made by the SENDCo, after full consultation with parents. External support services will continue to advise on provision to be made for the child and the **class teacher is responsible** for reflecting this in how they make reasonable adjustments for curriculum access. High Level Support will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil has Severe Learning Difficulties - significantly low (below 1st centile) range on standardised assessments. Profound and Multiple or Complex Learning Difficulties. Functioning at early developmental level due to level of learning difficulties unable to accomplish personal care, self-help and independence skills throughout the school day. Attainment within P scale range 1-4 throughout their schooling

Disapplication and modification

The school can, where necessary, modify or disapply the EYFS Curriculum and the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for SEND would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

SEND Information Report

The school is required by law to publish on its website its response to the LA Local Offer. This will set out clearly for parents how the school meets the needs of children with Special Educational Needs. This will be updated annually by the SENDCo.

Statutory Assessment (EHC Plans)

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Pupil Profile
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- National Curriculum levels where appropriate.
- English and Maths attainments
- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parents
- where possible, the views of the child
- Social Services and Educational Welfare Service reports where applicable
- any other involvement by professionals

An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the statement
- of shorter term
- established through parental/pupil consultation
- set out in the child's provision map
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

EHC Plans must be reviewed annually. The SENDCo will organise these reviews and invite:

- the child's parents
- the child, if appropriate
- the relevant teacher
- a representative of the LA
- any other person the LA considers appropriate
- any other person the head teacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the targets set out in the child's EHC Plan

- review the provision made for the pupil in the context of the national curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- review Outcomes and set short-term targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCo of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary staff.

With due regard for the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan

Training

The school will ensure that, through its CPD programme of staff meetings, INSET and courses, staff (teaching and support staff) will have the appropriate skills, knowledge and understanding to support them in the effective teaching of all SEND pupils. Part of the SENDCo's role is to lead training to develop knowledge, awareness of resources and practical teaching methods for use with SEND pupils.

Transition

Transition for children with Special Educational Needs is a sensitive and difficult experience for them. The key transition points for SEND children at Cuddington are identified as Reception into Key Stage 1, Key Stage 1 into Key Stage 2 and Key Stage 2 into Key Stage 3 (High School). During these transition points, Depending on the identified Special Education Need, the school will:

Meet with the parents to discuss what transition arrangements have been made and to discuss any parental concerns about transition.

Meet with relevant outside agencies, including the identified High School and decide on additional transition requirements. For example, these may include extra familiarisation days for children or meeting the relevant teacher in a smaller group.

Meet with teachers to discuss the Pupil Profile for the child in detail.

We recognise that there are other transition points within school and will adopt any of the above procedures on a needs basis.

ROLES AND RESPONSIBILITIES

The role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the governing body to determine the strategic development of the policy. Other responsibilities include:

- overseeing the day-to-day operation of the policy
- coordinating the provision for pupils with SEND
- monitoring SEND Provision in line with the SEND Policy

- liaising with and giving advice to teacher colleagues
- managing Teaching Assistants
- liaising with the parents
- making a contribution to INSET
- keeping the governing body informed about SEND within the school and liaising with the SEND Governor
- liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.
- maintaining the statutory SEND Information Report on the school's website.

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Work directly with children with SEND at least once a week in reading, writing and Maths.
- working with the SENDCo to collect all available information on the pupil
- collaborating with the SENDCo to decide the action required to assist the pupil to progress. This ensures the environment and selected, planned resources aid independence and confidence in the child's learning.
- maintaining Child Profiles ensuring they contain relevant information for the children.
- through their own planning, providing for SEND pupils on a daily basis to deliver the provision identified in the child's provision map
- developing constructive relationships with parents
- writing & reviewing Child Profiles regularly
- maintaining a timetable for all additional adults working within the school
- ensuring additional adults are directed & deployed effectively to meet the needs of the children with SEND
- being involved in the development of the school's SEND policy

The role of the head teacher

The head teacher's responsibilities include:

- the day-to-day management of all aspects of the school, including the SEND provision
- keeping the governing body well informed about SEND within the school
- working closely with the SENDCo
- informing parents of the fact that SEND provision has been made for their child

- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The role of the governing body

The governing body's responsibilities to pupils with SEND include:

- ensuring that the requirements of the Equality Act 2010 are met
- ensuring that provision of a high standard is made for SEND pupils
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice
- being fully involved in developing and subsequently reviewing SEND policy
- reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget
- appointing a named SEND Governor to have responsibility for SEND

CONCLUSION

Pupils with special educational needs will be identified quickly and will be provided with the education, time and resources required to ensure that they make at least good progress so that they reach their full potential. Parents will be kept fully informed so that they feel empowered to support their child's learning and progress.

Abbreviations

SEND: Special Educational Needs and Disabilities

SENS: Special Educational Needs Support

EHC Plan: Education, Health Care Plan

SENDCO: Special Educational Needs and Disabilities Coordinator

LA: Local Authority

TEACCH: Treatment and Education of Autistic and related Communication- Handicapped Children

CAMHS: Child Adolescent Mental Health Service

FFT: Framework for Teaching

NASENCO: National Award for Special Educational Needs and Disability Co-ordinator

IBP: Individual Behaviour Plan

SALT: Speech and Language Therapy/Therapist

ELSA: Emotional Literacy Support Assistant

This Policy was written by the Head Teacher/SENDCo

Policy updated and agreed: October 2022