

# Cambo First School.



## SEND Policy

October 2018

This policy complies with the statutory requirement laid out in the SEND Code of Practice

0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education
- GDPR 2018

## Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems, sensory and physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

## Aims and Objectives

- The aims and objectives of this policy are
- To ensure that the special needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process
- To create an environment that meets the needs of each child
- To identify the roles and responsibilities of staff in providing the children's special educational needs.
- To enable all children to have full access to the school curriculum and school life
- To enable children in school to develop a positive self-image and self-worth

- To review regularly and evaluate children's progress working in partnership with parents and pupils throughout the process

To ensure this we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Follow the guidance provided in the SEND Code of Practice, 2014
- Provide support and advice for all staff working with special educational needs pupils
- Provide a SENDCo who will support the provision and management of pupils with special educational needs.

## Inclusion

All pupils at Cambo First are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school life. (meal times, play times, school visits and clubs. At Cambo First School we endeavour to be an inclusive school by having a:

- Broad and balanced curriculum
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

## Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:  
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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a 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
- is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This SEND policy details how Cambo First School will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special

educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

**Broad Areas of Need** (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

**Identification, Assessment and Provision**

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND information report provides further information about the agencies we work with.

**Identification of 'SEND'**

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, Pre-School or setting to ensure there is a smooth transition and continuity of provision.

Some children may arrive at our school with a need that has not yet been diagnosed or acknowledged, or during a child's time at our school, teachers and parents may have concerns about pupil progress or attainment. In these cases parents will be contacted to discuss these

concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. The class teacher will apply to the SENDCO for support in addressing the parents' concerns and an appointment may be made with the SENDCO/Head teacher.

Children may be the subject of a period of monitoring and review for a short time, receiving time- limited and targeted interventions until they have progressed sufficiently to work at age-related expectations or they may need longer term support including that which is available from external agencies.

### SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Intervention and Personal Learning Plan is written. [PLP] This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENDCo are available for further discussion by appointment.

We adopt a graduated approach with four stages of action: assess, plan, do and review.

- **Assess** - in identifying a child as needing SEND support the teacher, working with the SENDCo, the child [if appropriate] and the child's parents or carers, carries out an analysis of the child's needs.
- **Plan** - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions and support are planned and recorded.
- **Do** - the teacher remains responsible for working with the child on a daily basis and oversees the implementation of the interventions or support agreed.
- **Review** - the effectiveness, impact and quality of the interventions or support is reviewed by the teacher and SENDCo. This should feedback into the analysis of the child's needs. They revise the support in the light of the child's progress and development and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next step.

### Cambo First School's graduated approach to SEND

#### Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of



differentiated class work. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

### Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

### High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency supports this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

### Education, Health and Care (EHC) plans

Cambo First School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

### Reviewing an EHC plan

- Cambo First School will:
  - Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
  - Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

### Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs. The SENDCo is involved in supporting teachers involved in drawing up Intervention Plans for children and reviews the work of the school in this area. The SENDCo liaises with support staff who work with children who have special educational needs, in order to monitor pupil

progress. The SENDCo liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress.

### The Role of the Special Educational Needs Coordinator (SENCO)

The SENDCo at Cambo First School is Mrs Cummings and her responsibilities include:

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with middle school SEND Departments to ensure the effective transfer of pupils' SEND records.

### Resources

The SENDCo/Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Headteacher confers with other staff to determine the level of SEND budgetary resources, including funding directly related to statements.

### The school provides for:

- Additional learning support
- Material resources
- Assessments by the specialist teaching service
- CPD for staff

### Access to the Curriculum

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Intervention Plans/Personal Learning Plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success.

At Cambo we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs, we may ask children to work in small groups, or on a one-to-one basis, outside the classroom with TAs

Children identified as not making expected progress by their teachers will be given additional support using one or more of the programs outlined in Appendix 2.

## The Role of the Governing Body

The named governor responsible for special educational needs is Mrs Anderson  
The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children.

### The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENDCo and other staff;
- Evidence from monitoring classroom practice by the SENDCo
- Analysis of pupil tracking/progression data and test results;
- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- School Development Plan

## Home School Partnership

At Cambo we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

All parents and /or carers are invited to meet with their child's class teachers termly as well as receiving termly reports.

Parents of children identified as having SEND are also welcome to attend further consultation once a term at which their child's progress, interventions and targets are discussed and agreed. Parents will be kept informed of any paperwork generated, planned programmes and review of targets. Parent's views and input in the compiling of targets and programmes are always welcome.

## Pupil Views

Children's views matter to us and all children are aware of their termly targets and are encouraged to reflect on these.

Where appropriate children with SEND are aware of their termly targets and are encouraged to review these with an adult.

As part of the formal review process children with EHCPs are asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:

- Dedicated SEND time every week so that children can be visited and observed in class, and teaching staff can be given appropriate support and advice without delay.
- Meetings with Teaching Assistants and professionals from outside agencies can be arranged at short notice and in response to need.
- Meetings with staff, where individual cases, staffing issues and wider provision can be discussed. [when and where necessary]
- Opportunities to meet Governors responsible for SEN, pupil premium and Child Protection
- Termly requirements on all class teachers to update information regarding children on the SEND register and their provision.

- Regular discussions with Teaching Assistants

### Staff Development:

The school is committed to providing CPD and staff development. SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with 'SEND'. Staff are encouraged to attend courses and cascade information learnt to their teams or whole school. CPD is recorded on the school website.

### Data and record keeping

Cambo First School adheres to the Data Protection Act 1998/GDPR 2018 with reference to data use, storage and disposal. Please refer to Data Protection Policy for more details. All data is held securely on SIMS. SEND work files re children are kept securely in a locked cupboard in the school office or in locked filing cabinets in the relevant classroom.

Data collected includes:

- Detail of SEND, objectives, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintaining an accurate and up-to-date register of the provision made for pupils with SEND.
- Recording details or additional or different SEND provision on a provision map.

### Confidentiality

Cambo First School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings for the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

### Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

### Related policies



This policy should be read in conjunction with other school policies particularly all teaching and learning policies, Inclusion, Accessibility, equalities, behaviour for learning policy, Data Protection Policy, the home school agreement and our SEND information report.

A copy of this policy was agreed by the Governing Body Date Completed: March 19

Signed: Paula Cummings Headteacher P Cummings\_ Date: 8/1/19

Signed: Chair of Governors P.A.V. Walker Date:

Review Annually

## Appendix 1. Broad areas of need From Code of Practice(0-25)2014

### Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
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- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as

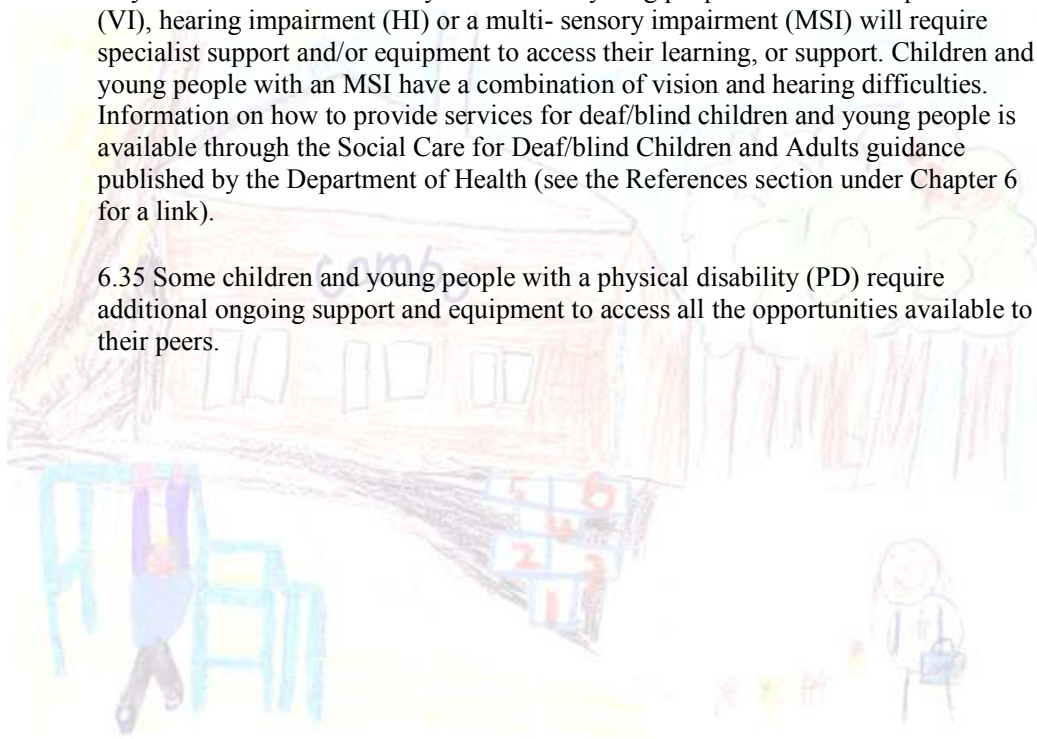
anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi- sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.





## Appendix 2

First class programme, is delivered by a trained First class TA who delivers daily small group numeracy teaching for children with significant difficulties in KS 1. The aim of the intervention is to bring the pupils up to the expected National Curriculum level for their year group.

### One-to-One tuition

One-to-one tuition is available to some children who have been unable to make the expected progress in whole class or small group settings. These children receive support working on a skill they have failed to secure or a previous misconception which is hampering their progress.

### Behaviour support

Behaviour support is given to all children with a need as part of everyday classroom practice at Cambo. We have a qualified THRIVE practitioner in school. Further support is sometimes requested and delivered by a specialised behaviour support teacher from Northumberland County Behaviour Support Team.

### ELSA support

Emotional support and counselling is provided for anxious or vulnerable pupils or those with specific needs [e.g. bereavement] by specially trained LSAs.

### Read Write inc /Precision Teaching

Read Write Inc/Precision Teaching. Provide a structured and systematic approach to teaching skills/literacy, and are designed to create fluent readers, confident speakers and willing writers.

**Cambo First School**  
**Special Educational Needs and Disability (SEND) Policy**

- All children at Cambo First School are entitled to an education that meets their needs. Quality first teaching based on agreed planning, assessment and recording procedures SEN provision is designed to identify those children, who need additional consideration, and to plan and evaluate the school's efforts to help those children.
- At Cambo we recognise the individuality of each child and strive to help our pupils to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff. The Senco /Head teacher supports class teachers in provision for pupils with SEND and other vulnerable groups through the organisation of resources including support staff, and through advice and adherence of agreed procedure including the implementation, recording and review of interventions.
- Provision for children with SEND is the responsibility of the whole school. As a school every member of staff accepts and embraces this responsibility.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided wherever possible.

Policy:	SEND Policy
Published by:	Governing Body
Author:	Paula Cummings
Issue Date:	September 2017
Next Review Date:	Review September 2018
SEN Governor	Isobel Anderson
Sendco /Head teacher	Paula Cummings

This policy was developed by Paula Cummings Headteacher/SENDCO, following guidance and training provided by Northumberland county council. It reflects the SEND Code of Practice, 0-25 guidance issued by the government in 2014. The governing body were consulted as were the class teachers and support staff. Once adopted it was shared with parents and other stake holders via the school website.