



Great & Little Shelford CE (A) Primary School

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Approved by the Committee/Governing Board	Full Governing Board
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Introduction

As a community of adults and children, we actively work towards celebrating the achievements of all the people in our school. We strongly believe that teaching, learning, attitudes and personal wellbeing of every member of the school community is important, and our vision and policies show this. We have high expectations, and believe these can be achieved partly through the use of suitable targets, ordinarily available provision, reasonable adaptations and good relationships with families.

At Great and Little Shelford Primary we support all children, without exception to reach their full potential.

Our inclusive approach is based on excellence through creating:

Engaging environments - where all pupils feel supported, without exception.

Compelling relationships – based on respect and understanding of individuality.

An Irresistible Curriculum – tailored to the needs of each learner.

All children of all abilities are given equal access to the curriculum and are taught by adapted activities where appropriate. Personalised learning can apply to children of all abilities and we aim to enable each child to achieve their potential. This Policy should be read in conjunction with the school's policy on Equal Opportunities which can be found on the school website.

Definition of SEND as outlined in the 0 – 25 SEND Code of Practice 2014

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

Children and young people with special educational needs may need extra or different provision in relation to thinking and understanding as a result of physical or sensory difficulties, social, emotional or mental health difficulties, difficulties with speech and language or how they relate to and behave with other people. Disabled children and young people may require extra or different provision, for example, if they are less mobile than their peers and require additional or extra provision so they can access the same learning opportunities.

Please note: A child or young person does not have a learning difficulty or disability simply because the language in which they are (or will be) taught is different from the one they speak at home.

The broad areas of SEND:

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously social, emotional and behavioural difficulties)
- Sensory and/or physical

Communication and interaction

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.

Children and young people with an Autism Spectrum Disorder, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

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.

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

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, 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.

Sensory and/or physical needs

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. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

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.

2. Aims:

- a. To identify and provide for all children's learning needs as early as possible, using a range of strategies that recognise the various complexities of each child's needs;
- b. To positively carry out the duties of the SEND Code of Practice (January 2015) by promoting a focus on inclusive practice and the removal of barriers to learning for all children and by ensuring that there is high quality provision to meet the needs of those experiencing a learning difficulty or who have a disability.
- c. To help all children enjoy equal access to the broad, balanced and relevant school curriculum taking into account their age, aptitude and abilities;.

- d. To ensure that a pupil with special educational needs participates in the activities of the school, so far as is reasonably practical;
- e. To ensure that the views of the child are sought and valued, according to their age and understanding, within the process of decision making;
- f. To work with parents or carers regularly regarding the support of their child's education, ensuring their views are sought and valued within the process of decision making;
- g. To ensure that the culture, practice, management and deployment of resources in school are designed so that all children's needs are met;
- h. To regularly review interventions made by the school on behalf of the pupil, to assess progress and appropriateness;
- i. To work in close partnership with Governors, Staff, Pupils and their Parents to create and maintain the best possible provision for all children who have been identified as having special educational need in accordance with the current Code of Practice (January 2015);.
- j. To establish and maintain a multi-disciplinary approach between all parties (education, health and social care services) concerned with the provisions made for each child, and ensure that these are reviewed regularly;
- k. To work with the Early Help Team to ensure pupils' needs are met and that they are able to engage fully in school.

3. Roles and Responsibilities:

Provision for children with special educational needs is the responsibility of everyone working with the child, including all school staff, external agencies, and the parents of the child.

Class teaching teams (Teachers in consultation with Teaching Assistants)

- Assessing pupil progress and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support);
- Liaising closely with the Inclusion Leader (also known as the Special Education Needs/Disabilities Co-ordinator (SENDCo)) about pupils needing additional help;
- Raising individual pupil needs at the termly Pupil Progress meetings with Headteacher and planning targets/Additional Support Plans (ASPs), based on the smaller steps outlined in assessment materials, and sharing and reviewing these with the child and their parents or carers at least once each term and planning for the next term;
- Reviewing and updating all APDRs in partnership with the class team and parents/ guardians.
- Planning and delivering personalised teaching and learning for a child as identified on the APDR documents;
- Ensuring that the school's SEND Policy is reflected in their classroom environment and in the provision put in place for all the pupils they teach with any SEND;
- Working collaboratively with Teaching Assistants and overseeing support that they provide for children;
- Developing positive and constructive relationships with parents and ensuring that parents/carers are involved in supporting their child's learning;
- Ensuring that the child's views are sought and valued.

The Inclusion Leader

- Developing and reviewing the school's SEND policy in consultation with School staff and Governors;

- Supporting class teachers in determining a class provision map to enable:
 - The co-ordination all the support for children with special educational needs and/or disabilities (SEND);
 - Efficient and effective use of school resources including adult support;
 - Identification of CPD of staff in relation to SEND;
 - Effective monitoring and evaluation of provision for SEND
 - An accurate record of the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of a child's progress and needs are kept;
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated;
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in their class to achieve the best progress possible;
- Manage the Teaching Assistants in partnership with the Deputy and Headteachers;
- Developing positive and constructive relationships with parents/carers and ensuring that they are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how their child is progressing;
- Liaising with all professionals who may be coming in to school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology.

The Headteacher

- The day-to-day management of all aspects of the school; this includes the support for children with SEND;
- The Headteacher will give responsibility to the Inclusion Leader and class teachers, but is still responsible for ensuring that all children's needs are met;
- The Headteacher must make sure that the Governing Board is kept up to date about issues relating to SEND.

The SEND Governor

- Ensuring that the necessary support is given for all children with SEND who attend the school;
- Determining the School's Policy and approach to the provision for children with SEND with the Headteacher and monitoring its effective implementation;
- The review of the SEND and Equal Opportunities policies;
- Report to the full Governing body on the provision for SEND in the school.

The Pupil

We believe that all children with special educational needs have a unique knowledge of their own needs and their own views about what would help them and encourage them. To this end, they:

- Participate in the setting of targets, monitoring progress and review of targets on his/her Additional Support Plan

- are consulted and their views taken into account when decisions are being made about their education.

The Parent(s)/Carer(s)

We believe that parents have key information to offer and play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners and:

- Work in partnership with the school to support their child's learning;
- Participate in setting and reviewing the targets and provision as set out in their child's Additional Support Plan and support their child's learning at home;
- Know what they can expect as an entitlement for their child and are provided with information, advice and support during assessments of their children. (See links to the Local Authority's Local Offer (in relation to SEND) and the Parent Partnership Service- SENDIASS (SEND Information Advice and Support Service) at the end of this document and on the School's SEND Information Report stored on the school website)

4. Graduated Response to provision for SEND:

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2014) under the Education Act (1993) and is adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- High Quality Teaching within the classroom
- SEND support
- Statutory Assessment
- Education, Health and Care Plan(EHCP)

High Quality Teaching

All teachers:

- Have the highest expectations for all pupils in their class
- Organise their classrooms and plan and deliver lessons to create a stimulating learning environment to motivate pupils who learn in a variety of ways and facilitate their learning
- Personalise learning to the needs of each pupil providing differentiated work as needed and using adaptive teaching approaches
- Collaborate with additional adults working in their classrooms and plan for their effective and efficient deployment to enable a positive impact on pupil learning outcomes.
- Involve children in monitoring and making decisions about their own learning
- Use specific strategies as part of universal support (which may be suggested by the Inclusion Leader) to help all children to learn successfully.
- Monitor the progress of all pupils (using the assess-plan-do-review cycle) and are able to identify if there are gaps in a child's learning/understanding or if the child is making slower than expected progress.
- Discuss children's progress at the termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.

- Raise concerns about a child's progress in order to gain additional advice from the Inclusion Leader.
- Communicate with parents/carers (in addition to the set reporting cycle within the school) if there is concern about their child's progress.
- Maintain accurate the records of assessment and provision relating to all pupils in their class.

SEND Support

If a pupil does not make progress or is assessed as working below expectations for their year group despite high quality teaching, the next step in the graduated response process would be to provide SEND support. The teacher and, or in consultation with, the Inclusion Leader:

- Meets with parents/carers to discuss and agree this step
- Places the child on the school's SEN Register
- Draws up an Additional Support Plan (APDR) with both the child and parents to:
 - Identify strengths and areas for improvement for the child
 - Set SMART targets with clear success criteria for the child to achieve over a term.
 - Identify evidence-based interventions and resources that are additional to or different from those provided as part of the School's usual differentiated curriculum which the school will provide
 - Identify how the child themselves and the parents/carers can support the child's learning
- Reviews (after a term or earlier if necessary) the progress made, following the interventions using pre-intervention and post-intervention assessments to measure the impact of interventions together with the views of the child and the parents/carers, and plans the next steps

This forms the "assess – plan – do – review" cycle that is ongoing to enable provision to be refined and revised as necessary as the child's understanding develops and achieves good progress and outcomes.

The Inclusion Leader may draw on the advice/assessment of outside specialists if a child's needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources.

'Schools should involve specialists if your child continues to make little progress or work at substantially lower levels than expected'

SEND Code of Practice 6.72 and 6.73

Consequently:

- An Early Help Assessment (EHA) may be jointly completed as part of the referral process to document a holistic picture of the child. Information is only shared with outside agencies as permitted by parents/carers. As a result of this, an additional support plan may be written for the child that will be reviewed in regular Team around the Family (TAF) meetings.
- The Inclusion Leader may involve outside specialists in the review process of in class strategies and interventions. However, the embedding of these remains the responsibility of the class teacher.

- Care Plans, including intimate care plans, are devised for individual children who have multiple medical needs. This will be drawn up in consultation with parents and outside specialists where appropriate.
- The Inclusion Leader considers whether the pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

Statutory Assessment occurs when, for a very few pupils, the help given by schools through Additional Support is not sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. **(NB** The assessment will not always lead to an Education Health Care (EHC) Plan, and may indicate ways in which the school can meet the child's needs without the need for any special educational provision to be determined by the LA through an EHC Plan).

Education, Health and Care Plan (EHC)

The Local Authority panel will consider the need for an EHC Plan for a child based on the evidence provided by the school, the parents/carers and the child. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

Occasionally children may not be suitable for this graduated procedure and if they have severe or multiple educational needs or complex medical needs on entry to Shelford, multi-agency responses may be put into place immediately.

5. Admissions/transitions

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Admission applications from parents of children with special needs are processed according to the criteria outlined in the School's Admission Policy. Where 'the school is named in a Statement of Special Education Needs and a representative of the school has been involved in the review process that made this decision' the application is accepted on point 2 of the school admissions criteria.

The Early Years Foundation Stage staff and Inclusion Leader liaise with the staff and Inclusion Leader of the pre-school settings that feed into the school to discuss and plan for the needs of pupils prior to admission to Gt and Lt Shelford CE (A) Primary School. The Year 6 staff and Inclusion Leader liaise with secondary school staff to discuss and plan for the needs of pupils prior to transition to new schools. Parents/carers and pupils (in an age appropriate manner) are consulted regarding the transition arrangements for their children.

6. Cultural Diversity:

We are aware that the identification and assessment of children whose first language is not English needs special care. Lack of competence in English is dealt with sensitively and we make use of local sources of advice (e.g. Cambridge Race Equality and Diversity Service – CREDS) relevant to the ethnic or other group concerned.

7. Accessibility

Please refer to the school's accessibility plan attached/Please see the link to the Accessibility Plan on the school website below. **Please refer to the school's medical policy.**

8. The SEND Policy is reviewed annually by the Governing Body. The review informs the School Improvement Plan and the quality of SEN provision is continually monitored by school governors who receive regular updates from the SENDCo and Headteacher.

9. Complaints

If parents have concerns about the provision for their child, they should speak to their child's class teacher in the first instance. If the matter has not been resolved satisfactorily, then it will be referred to the Inclusion Leader or Headteacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint, the Local Authority may be involved. Please refer to the school's complaints procedure which is available on the school website and in the school office.

Links to:

LA Local Offer website: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

SENDIASS website: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>