



## **SEND POLICY**

### **DEFINITION OF SEND**

*'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally of others of the same age in a mainstream setting...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'* (2014 Code of Practice)

### **AREAS OF SPECIAL NEEDS**

Following the new code of Practice 2014 the four categories of Special Educational Needs are:

- Cognition and Learning
- Speech, Language and communication
- Social, emotional and mental health difficulties
- Sensory and physical

Children's needs may fall into one or more of these categories which may change over time.

### **AIMS AND OBJECTIVES**

- provide the opportunity for all pupils with SEND to be educated alongside their peers,
- value pupils of different abilities and support inclusion,
- communicate with and work in partnership with parents,
- provide opportunities to listen to children with SEND and involve them in the planning of their education,
- raise the achievement of all pupils.

### **IDENTIFICATION OF SPECIAL NEEDS**

Children with SEND are identified through the monitoring of the progress of a child. This occurs through termly progress meetings, teachers raising concerns about learning or behavior or parents raising concerns about their child. Children may be classed as SEN Support for the following reasons:

- making little or no progress despite targeted teaching approaches
- presents ongoing emotional or behavioural difficulties which are not improved by use of behavior management techniques usually employed in school

### **GRADUATED RESPONSE - Responding To Need**

The school has a graduated response to provide help for pupils with special educational needs. This follows the recommendations of the SEN Code of Practice (2014), which was adopted by Cambridgeshire LA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

### Differentiation

- access to the full school curriculum is achieved by the careful differentiation of class work by the class teacher.

### School Support

- the class teacher devises interventions additional to or different from those provided as part of the school's differentiated classroom provision, as detailed in the school's provision mapping records;
- the pupil and parents are informed and involved; together a pupil profile is written;
- the class teacher remains responsible for the pupil's education on a daily basis and for planning any interventions required. A Personal Learning Plan (PLP) will be written as required;
- the class teacher and SEN Co-ordinator (SENCO) monitor and review the pupil's progress regularly

### Request for Specialist Support

- the SENCO, in consultation with parents, will complete a CAF to request help from external services;
- advice and/or support is provided by an outside specialist;
- additional or different strategies to those at school support are put in place;
- a PLP is devised using recommendations from specialists;
- the pupil and parents are involved in regular reviews;
- the class teacher and SENCO assess and monitor the pupil's needs and plan future interventions.

### Request for Education, Health and Care Plan

The school will make a request to the Local Authority if a pupil continues to demonstrate severe, long-term and complex needs and has had considerable input from school and other educational professionals in order to meet their needs. The pupil will continue to be supported through school support whilst the assessment is being made.

In these cases evidence will be collected and submitted to the local education authority where they will consider the need for an EHCP and, if appropriate, make a multidisciplinary assessment.

### Education, Health and Care Plan

- the LA draw up a Plan, and arrange, monitor and review provision;
- the EHCP will include details of the "pupil's special educational needs provision and monitoring arrangements;
- yearly targets will be drawn up by the school, within a set time after the issue of the final or amended EHP and reviewed annually;
- these targets will be implemented through a PLP which will be reviewed regularly.

## **SUPPORTING CHILDREN WITH MEDICAL CONIDITIONS**

The school recognizes that pupils at school with medical conditions should be appropriately supported to ensure they have full access to education including trips and physical education. Some children with medical conditions also have special educational needs and may have an Education, Health and Care Plan which brings together these needs. (see separate policy)

## **PARENT PARTNERSHIPS**

Working in partnership with all parents is crucial to the development of children. We will seek to involve parents in all decisions about their children, gaining parental permission before referring them to others for support.

We believe that a partnership with parents plays a key role in promoting a culture of co-operation between parents, school, LEA and other agencies. This is important in enabling pupils with SEND to achieve their potential.

The key principles in promoting this partnership as outlined in the Code of Practice include the school:

- having positive attitudes towards parents, respecting the validity of differing perspectives;
- providing user friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent may be under because of their child's needs;
- acknowledging the importance of parental knowledge and expertise in relation to their own child;

We will inform parents about the Parent Partnership service and about support groups in the voluntary sector when SEND are identified.

We acknowledge that parents have a responsibility to communicate effectively with professionals to support their children's education. In working with schools they should:

- Communicate regularly with the school alerting us to any concerns;
- Ensure they attend appointments with specialist agencies.

## **PUPIL PARTICIPATION**

We recognise the importance of fostering a whole school ethos that encourages and supports pupil participation with particular consideration to:

- The importance of ensuring access for all pupils to all the activities within the whole life of the school;
- The need for encouraging pupils to be involved in their education from the outset;
- The need to make special arrangements to help those pupils with specific needs, e.g. hearing impairment; communication difficulties;
- The role of the pupil in setting, monitoring progress and reviewing targets for his/her PLP.

Pupils will be encouraged to participate in all decision making processes that occur during their education, knowing that they will be listened to and that their views will be valued without overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements.

## **ROLES AND RESPONSIBILITIES:**

The inclusion of children identified as having special educational needs is seen as an equal opportunities issue and we aim to model inclusion in our staffing policies and in our relationships with parents/ carers and the community.

Everyone in the school community (governors, staff, pupils and parents) has a positive and active part to play in meeting the educational needs of all our pupils.

#### Governors

- To fulfil statutory duties and responsibilities to pupils with SEND, ensuring that SEND provision is an integral part of the school improvement plan.
- To establish and monitor a policy and approach to provision which has regard for the *Code of Practice on the Identification and Assessment of Special Educational Needs (2014)*
- To establish the appropriate staffing and funding arrangements.
- To maintain a general oversight of school's work.
- To participate in relevant training.

#### Headteacher:

- To take ultimate responsibility for the provision of children with special educational needs and disabilities.
- To keep governing body fully informed

#### SEN Co-ordinator: (headteacher)

- ensuring liaison with parents and other professionals in respect of pupils with special educational needs;
- advising and supporting colleagues in school;
- supporting teachers in the writing of Pupil profiles, PLPs and reviews;
- co-ordinating provision and ensuring that relevant information about individual pupils with SEN is collected, recorded and updated e.g. the SEN Register;
- contributing to the training of teaching and non-teaching staff;
- writing and reviewing the Information report
- reviewing the Special Educational Needs Policy.

Mrs Sian Pritchard is currently the Special Educational Needs Co-ordinator.

The Special Educational Needs Governor, is Mr Ian Whitlam.

#### Teaching Staff:

- To be aware of school's procedures for the identification, assessment and provision for pupils with special educational needs.
- To plan appropriately for and teach all pupils whatever their need; assessing and recording progress using the Plan, Do, Assess, Review approach. (SEN Code of Practice 2014)
- To supervise and plan measureable programmes of work for any assistants ie Teaching Assistants, involved in the learning of their pupils and liaise with them regularly.
- To work in partnership with the SEN Co-ordinator, pupils and parents and other agencies
- To participate in appropriate training.

#### Pupils:

- To have their wishes about their own needs regularly sought and carefully considered but not be over burdened with decision making procedures of which they have insufficient experience and knowledge to make judgements.

### Parents:

- To be kept informed and to inform the school of their child's needs and progress.
- To help to compile, agree and review Personal Learning Plans
- To work in partnership with the school to help meet the needs of their child.
- To attend appointments relating to their children's needs

### **ADMISSIONS AND INCLUSION**

Earith Primary School admits pupils with already identified SEND as well as providing for pupils not previously identified as having SEND.

Facilities for pupils with SEND including motor/mobility difficulties would be provided within the school building as necessary.

Advice from the Hearing Support Service is followed with regard to pupils who have a hearing impairment.

### **PARENTAL CONCERNS**

If parents have any complaint about the special educational provision for their child, or about special educational needs provision generally, they should, in the first instance, raise it with the Class Teacher and the SENCo, who will try to resolve the situation.