

# **Cotham Gardens Primary School**

## **Special Educational Needs and/or Disability (SEND) Policy**

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## **Section 1:**

### **General Information**

The SENDCO monitors and coordinates the provision for children identified as needing SEND support or an Education, Health and Care plan.

Name of SENDCO (Special Education Needs and/or Disability Coordinator): Lucy Welsford

Contact details: 0117 3772610 Office@colstonsprimary.co.uk

Status regarding National Award for SEN: Achieved

SENDCO member of Senior Leadership Team: Yes, Deputy Head Teacher

Governor responsible for SEND: Niklas Serning

Name of designated teachers with specific safeguarding responsibility: Seth Insall and Alex Bell

#### What are special educational needs?

*'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 for 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.'* (Code of Practice 2014)

Cotham Gardens primary school is committed to providing an appropriate and high quality education to all children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Every teacher is responsible for the development of every child they teach, including those with special educational needs. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We do not treat all children in the same way, but we respond to children as individuals in ways which take account of their varied life experiences and needs. We believe that inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, faith, sexual orientation, impairment, attainment, and background.

This policy details how, at Cotham Gardens primary school, we do our best to ensure that the necessary provision is made for any child who has special educational needs and/or disability (SEND) and that those needs are known to all who are likely to work with them. We are committed to ensuring that all teachers are able to identify and provide for those children with special educational needs and/or disability. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Cotham Gardens primary school we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve.

## **Section 2:**

### **Aim:**

At Cotham Gardens primary school we are committed to raising the aspirations of and expectations for all children with SEND. We provide a focus on outcomes for children and young people and not just hours of provision or support. We aim to work in partnership with parents, children and outside agencies in order to achieve the individual outcomes identified.

### **Objectives:**

- To work within the guidance provided in the SEND Code of Practice 2014.
- To create an environment that meets the special educational needs and/or disability of each child in order that they can achieve their learning potential.
- To provide a 'whole child, whole school' approach to the management and provision of support for special educational needs and/or disability.

- To monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence ready to meet the demands of secondary school life and learning.
- To seek, monitor and respond to parents/carers and children's views, in order to build high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet children's need, through well targeted continuing professional development.
- To work in cooperative and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable children.
- To provide a Special Educational Needs and/ or Disability Co-ordinator (SENDCO).

### **Section 3:**

#### ***Identifying Special Educational Needs***

The SEND Code of Practice, 2014 describes 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories):

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

The Code of Practice suggests that children are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personal teaching (Pg.88 section 6.37 onwards).

The purpose of identifying needs is to work out what action the school needs to take, not to fit a child into a category.

Identifying behaviour as a need is not an acceptable way of describing the special educational need of a child. If there are any concerns relating to a child's behaviour,

the behaviour should be described as an underlying response to a need which we aim to recognise and identify.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

We identify children as having special educational needs or needing additional help in several ways:

- Contacting previous schools or nurseries prior to the child starting.
- Pupil progress meetings every term where we identify children who are not making expected progress.
- Assessments in Early Years.
- Progress in writing, reading and numeracy.
- National Curriculum expectations for the end of a key stage (year 2 and 6).
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- Responding to concerns raised by the class teacher, learning support assistant, parents, an outside agency, doctor or school nurse.
- An existing Education, Health and Care plan.

We also consider and respond to issues other than special educational needs which may have impact on progress and attainment:

- Disability (the new code of practice, 2014 outlines the 'reasonable adjustment' duty for all settings provided under the current Disability Equality legislation).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child who has been adopted
- Being a child of a Serviceman/woman

For further information please see relevant policies at:

<https://www.cothamgardens.co.uk/parent-hub/school-policies>

#### **Section 4:**

#### ***A Graduated Approach to SEND support***

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Quality First Teaching (the effective inclusion of all pupils in high-quality everyday personalised teaching), differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support is always secondary to good quality first teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Partnership with parents and carers play a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child'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.

They will be encouraged to contribute to the assessment of their needs, setting and reviewing targets and the transition process.

In order to support children with special educational needs, we adopt a graduated response (see appendix 'Cotham Gardens primary school Graduated Response' triangle). where an assess-plan-do-review cycle is followed (see below for detail of this process).

### The Assess-Plan-Do-Review Cycle

#### Assess

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

#### Plan

The child's class teacher, with support from the SENDCO when needed, will decide on the action required to help the child progress in the light of assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant support.

- Staff development and training to introduce more effective strategies.

#### Do

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed.

#### Review

Class teachers formally assess the progress of children in their class three times a year. If a child makes expected or more than expected progress they may no longer require the additional support. If a child is not making the progress expected despite the extra support then teachers may need to consult the SENDCO to consider what else can be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class. Parents/Carers may be consulted and a specific intervention put in place and monitored for a period. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The child is then receiving 'school support'.

Parents will be invited to meet three times a year with the class teacher to review progress and give their views.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

A child can exit the SEND register when:

- Progress is made and gaps in learning are filled.
- Improvements in emotional or behavioural difficulties are made and further improvements can be made by using the behaviour management techniques employed usually by the school.

- Children are making at least expected progress by quality first teaching.

The assess, plan, do, review cycle will continue to identify strategies to support learning.

## **Section 5:**

### ***Managing children on the SEND register***

Children identified as having SEND support will be placed on the SEND register. Progress of all children is reviewed three times a year as part of pupil progress meetings.

Children who have more complex needs and perhaps an Education Health and Care Plan have reviews three times a year which includes an annual review including professionals who are involved.

In consultation with parents, we will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Children with continued outside agency support will have individual targets. The child's targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of

targets, monitoring and review sheets. The targets will be reviewed three times a year with parents and children giving their views.

### School Request for Statutory Assessment

If a child has demonstrated significant cause for concern, and parents are in agreement, a request will be made by the school **or by parents** to the Local Authority (LA) to request statutory assessment. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of parents and child
- Previous targets for the child.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

### Education, Health and Care Plans

If statutory assessment is successful, an Education, Health and Care plan is put in place detailing:

- Views, interests and aspirations of the child and parents.
- Child's special educational needs
- Child's health needs which are related to their special educational needs.
- Child's social care needs related to their special education needs or to a disability.
- Outcomes sought for the child.
- Special educational provision required by the child.
- Health or social care provision required.

If school identifies that additional funding and support are needed for a child then this can be applied for from the High Needs top-up panel. The needs of the child are assessed by an independent panel against the Bristol Universal Descriptors (BUDs) and support the process for additional funding streams.

## **Section 6:**

### ***Wider Support for Children and Families***

Schools have a statutory requirement to provide a SEN information report (Regulation 51, Part 3, section 69(3)a of the Act). The SEN information report includes commonly asked questions with answers describing how we support children with special educational needs and/or disability. The SEN information report and further support for parents can be found at:  
<https://www.cothamgardens.co.uk/my-school/sen>

Bristol Local Offer is where families can find information in one place about what help and support there is in the local area for children with special educational needs or a disability. It has information about education, health and social care provision.

Bristol's Local Offer can be found at: <https://www.bristol.gov.uk/web/bristol-local-offer>

Links to support networks can also be found at:

<http://www.bristol.gov.uk/page/children-and-young-people/education-children-special-needs>

[www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability. They are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs.

[www.kids.org.uk](http://www.kids.org.uk)

Independent Supporters help families and young people during an EHCP assessment and throughout the process of developing a plan.

[www.ipsea.org.uk](http://www.ipsea.org.uk)

Independent Parental Special Education Advice

## **Section 7:**

### ***Supporting children at school with medical conditions***

Cotham Gardens primary school recognises that children 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. The school Equality policy can be found at:

<https://www.cothamgardens.co.uk/parent-hub/school-policies>

Some children with medical conditions may also have special educational needs 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.

The arrangements in place in school for supporting children with medical needs can be found in the Health & Safety policy at:

<https://www.cothamgardens.co.uk/parent-hub/school-policies>

## **Section 8:**

### ***Monitoring and Evaluation of SEND***

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Governors

On a regular basis the SENDCO will provide information to the governing body as to the number of children identified as receiving special educational support as well as any children for whom a Statutory Assessment has been requested. The SENDCO will report on any whole school developments in relation to Inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND is an agenda item at Sub-Committee meetings and will be reported at the full governing body meetings through sub -committee reports, which are then discussed as necessary.

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns and updates. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

### School Monitoring

At Cotham Gardens primary school we regularly and carefully monitor and evaluate the quality of provision we offer all children. This happens through regular audits, observations, evaluation of assessments of progress, appraisal, pupil progress meetings, sampling views of parents, children and staff and meetings with the SEND governor.

Whole school monitoring and evaluation procedures include sampling of work and observations. We build on successful practice- helpful approaches which are identified may be taken forward by the whole staff.

Target setting for all children takes place regularly. Percentage targets are set for achievement at the end of Key Stage 1 and Key Stage 2. Fine graded targets for each child are set in July to be achieved by the following July.

Individual targets for children with special educational needs will be reviewed three times a year with parents and children.

The SEND policy is reviewed annually by the SENDCO, SEND governor and sub-committee.

### **Section 9:**

#### ***Training and resources***

We have a dedicated team of SEND Learning Support Assistants who are funded from the school budget and deliver programmes designed to meet groups of children's or individual children's needs.

Some children may have a specific budget and they have individual costed provision maps.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training

and development. Staff training is identified by carrying out an audit of needs and training is then put in place based on this.

All teachers and support staff undertake induction on taking up a post and this can include a meeting with the SENDCO.

The school SENDCO regularly attends the local SENDCO cluster meetings in order to keep up to date with local and national updates in SEND.

### **Section 10:**

#### **Storing and Managing information**

See school policy on Information Management and Confidentiality policy

### **Section 11:**

#### **Accessibility**

The DDA (Disability Discrimination Act), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans.

Schools are required to produce accessibility plans for their school and Colston's Primary school's plan can be found at:

<https://www.cothamgardens.co.uk/parent-hub/school-policies>

The school is on two sites, one at Elmgrove (YR and Y1) and one at Cotham Grove (Y2 - Y6). Cotham Grove is not wheelchair accessible throughout. The site is housed in three Victorian buildings and currently there are no lifts. There is ramp access to three classrooms, the hall, a disabled toilet and onto the playground. There are a total of two disabled toilets.

The Elmgrove site has six classes, three early years and three year 1. This site is wheelchair accessible throughout. The Elmgrove site is situated close to our current site on the corner of Elmgrove Road and Redland Road.

Our Family Support team are available to work with children and families who have English as an Additional Language. Where necessary we can provide an interpreter for families with English as an Additional Language.

We aim to identify and remove barriers to learning by increasing and promoting access to the curriculum, the physical environment and written information for children.

## **Section 12:**

### **What happens when things go wrong?**

We work in partnership with parents and aim to involve them in decisions regarding their child. We aim to reach agreement as to what is appropriate for the individual child working within the limitations of the school.

If parents have any concerns a meeting with the class teacher can be arranged to discuss these concerns and agree a way forward.

Existing target meetings can also be used to raise concerns.

The SENDCO can also be contacted via the school office who can arrange to meet/ phone or email to discuss any concerns.

If there are still concerns then a meeting can be arranged with the Head Teacher.

There is also a complaints policy which can be found on the school website.

Supportive Parents is an independent organisation who can mediate if needed.

### ***Appendix:***

#### ***Charges for OA support***

Currently Outside Agency support from Occupational Therapy, School Nurse, Bristol Autism Team and Speech and Language is funded by the Local Authority.

Some Outside Agency support is charged.

We might consider funding an Outside Agency assessment (for example Educational Psychologist or Dyslexic assessment) if any of the following criteria are met:

- A child has had 1:1 adult support over two years and has not made progress.
- A child is significantly out of step with their peers (at least 2 years behind) and has had at least two terms of 1:1 intervention which showed no progress.
- If a child is in receipt of pupil premium funding, this funding can be used if the pupil is significantly out of step with other children of their age in terms of learning or social, emotional mental health.