



## Special Educational Needs and Disabilities (SEND) Policy

Ratified date	22 <sup>nd</sup> March 2017
Review Date	March 2019

Head: Mr Jon Hood

SENDCo: Miss Jess Godbold

Chair of Governors: Jackie Spriggs

SEND link Governor: Judith Sear

SEND link Governor: Sophie Raphael

## **This policy has been reviewed to reflect the SEND Code of Practice 2015**

This policy must be read in conjunction with Cowley Hill's Statutory Information Report which can be found both in the statutory information and SEND section of the website.

It is recommended that this policy is also read in conjunction with the policies on Teaching and Learning, Assessment for Learning, Inclusion, Equal Opportunities and Harassment.

Cowley Hill believes in the unique child. We aim to provide an environment that facilitates every child to fulfil their learning potential and be equipped with the necessary knowledge and skills to transfer successfully to secondary school.

We are committed to providing a broad and balanced curriculum. We regard every child as an individual learner. Quality first teaching in every class provides a personalised curriculum that uses a range of strategies to engage and motivate children. The learning and teaching staff facilitate children to take ownership of their learning and make sustained progress over time.

Cowley Hill acknowledges and respects the fact that a child may have special educational needs and/or disability at any time during, or, throughout their school career. We recognise that children acquire, assimilate and communicate information at different rates and therefore need a range of different teaching approaches and experiences to access the curriculum successfully. Collectively, we provide an inclusive environment in which all pupils are given strategies for dealing with their needs.

This policy ensures that the taught curriculum and assessment for children with special educational needs and/or disability (SEND) takes account of the type and extent of the difficulty experienced by the child.

***The SEND Code of Practice (2015) states that:***

***'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to pupils of the same age.'***

At the heart of our ethos is that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special education provision for pupils whom this is required, to better respond to the found areas of need identified in the new Code of Practice (September 2014)

These are (See appendix 2 for a full description):

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

**Cowley Hill** has a named SENCo (Miss Godbold) who has achieved the Government SENCO qualification and a named Governor (Mrs Sear) responsible for SEND.

**Cowley Hill School aims to:**

- Enable every child to experience success
- Promote individual confidence and a positive attitude to school
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision

- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess and regularly review a child's progress and needs
- Involve parent/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

### **Equal Opportunities and Inclusion**

Throughout the curriculum we ensure that Cowley Hill meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age, ability, disability and social circumstances. It is important at Cowley Hill that the diverse needs of pupils are met to ensure inclusion for all and that all pupils are prepared for full participation within our varied society.

We measure and assess the impact of our practice regularly through meetings with our SEND Coordinator and individual teachers to ensure all children have equal access to succeeding in all aspects of school life.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Identification, Assessment and Provision**

We assess each child's level of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pre-school years. If the child already has an identified special education need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

### **Medical Needs**

Cowley Hill will make arrangements to support pupils with medical conditions. Individual Health care plans or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. As a school we are required to have regard to statutory guidance *'Supporting pupils at school with medical conditions.'*

### **Monitoring Children's Progress**

The school system for observing and assessing the progress of individual children generates information that highlights children that are not making at least good progress. In this circumstance, teachers will monitor and may consult with the SENDCo to consider additional support for the child over and above that which is normally available within the particular class.

The main factor in determining if a child should need additional action is when he or she is not making sufficient or better progress.

Sufficient progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's social and emotional behaviour.

In order to help children with special education needs, Cowley Hill adopts a graduated response. This may include seeking specialist expertise, if the SENDCo considers that the school based interventions are not having the expected impact on the individual.

School based interventions are documented using Individual Provision Plans (IPPs). These inform a class and school provision map. If a child is referred by the school for statutory assessment/ Education Health and care Plan, the school will provide the Local Authority (LA) with all the necessary documentation.

Initially, any concern is highlighted and addressed by the class teacher. They will plan and act to address the need. Parents may be consulted at this time and a specific intervention put in place and monitored for a period of up to 6 weeks. If insufficient progress is made after this time the child may be added to the school SEN register with parental permission.

After a discussion with the SENDCo the class teacher will provide additional interventions that are in addition to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and child.

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

- Makes insufficient progress, even when teaching approaches are targeted towards 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 behaviour 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 resources.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

### **Working in partnership with parents**

Working in partnership is fundamental in enabling children with SEND to achieve their full potential. We recognise that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs.

At each stage of a child's educational journey parents are kept informed of their child's progress through regular meetings. This helps to shape the provision for their child and takes into account the wishes, feelings and unique knowledge of parents and carers. All parents of children with special education needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special education needs often have a unique awareness of their own needs and a clear view about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Parents are welcome to discuss issues regarding their child at any time during the course of the school year. The school procedure is to make an appointment with the class teacher, via the school office. If it is not appropriate to speak to the teacher or the parent or pupil is still concerned following a discussion with the teacher, make an appointment to meet with the SENDCo.

### **The nature of Intervention**

The SENCo and the child's class teacher will compile a list of actions needed to support a child to make progress and overcome barriers to learning. This may include:

- Different learning resources, materials and specialist equipment.
- Reasonable adjustments within whole class teaching.
- Some group or individual support, which might involve children being taught in small groups with a specialist Teacher or Teaching Assistant.
- Staff development and training to introduce more effective strategies.

Further assessment may be necessary to assist in planning for future needs in partnership with colleagues and parents.

### **The use of outside agencies**

Requesting advice from professionals outside of the school may be necessary if a child does not make progress over time and the gap between their achievement and those of their peers becomes significant.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a set period of time.
- Continues to work at a level of attainment that is significantly below the age related expectations.
- Continues to have difficulty in developing English and mathematical skills.

- Exhibits social or emotional difficulties which regularly and substantially generate a significant barrier to learning.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Despite intervention, there continues to be a significant gap between the child's attainment and that of their peers.
- The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
- The outcome of any meeting with professionals from outside agencies will be shared with the SENDCO, class teacher and parents.

If the child needs support from only one agency then a 'Single Service Referral' is completed, however, if advice is required from more than one agency then a 'families first' referral is completed. Following this, the professional from the various agencies involved will meet together along with the parents/ carers. A lead professional will be selected to hold the meetings. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed targets set out in an Individual Provision Plan. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents/ carers may consider requesting an Education, Health and Care needs assessment from the Local Authority.

### **Transition**

SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. This includes within school transitions. This might include additional visits to the new classroom/ school or personal photo books.

### **Roles and Responsibilities**

Provision for children with special education needs and disabilities is a collective responsibility. Everyone within the school community is responsible for helping to meet an individual's special education need or disability.

### The Governing Body

The governing body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and appoints a representative governor, who takes particular interest in this aspect of the school. The appointed governor will ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### The SENDCO will

- Manage and oversee the day-to-day operation of this policy
- Ensure that an agreed and consistent approach is implemented
- Support staff to identify pupils with SEND
- Where appropriate, carry out detailed assessments and observations of pupils with learning difficulties
- Co-ordinate the provision for pupils with SEND
- Advise on a graduated approach to providing SEND support
- Collate Individual Provision Plans and monitor their effectiveness
- Provide advice regarding appropriate resources and equipment
- Work in partnership with parents of pupils with SEND

- Liaise with outside agencies and provide a link between these agencies, class teacher and parents
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Efficiently maintain the schools SEND register and records
- Assist in the monitoring and evaluation of progress of pupils with SEND
- Provide relevant in-service training
- Evaluate assessment data for SEND children and monitor the impact of teaching assistants and learning support staff time and resources on pupil progress
- Ensure midday supervisors are given relevant information relating to the supervision of pupils with SEND at lunch time.
- Liaise with other SENCOs and professionals to effectively manage transition from one school to another.

The Head Teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working collaboratively with the SENCO
- Ensuring all staff are training in SEND where appropriate to provide adequate support for pupils with SEND and to allow for personal and professional development
- Ensuring that complaints regarding the SEND provision are dealt with in accordance to the Local Authority guidance for school-based complaints procedures
- Appointing a SENCO with the accredited qualification, or provide training to facilitate them achieving this qualification.

The class teachers are responsible and accountable for:

The progress and development of pupils in their class, including where pupils access support for teaching assistants or specialist staff.

- Identification of children with SEND
- Devising and implementing targets and support for individual children
- Including pupils with SEND in the classroom and providing an appropriately differentiated curriculum to match learning to need in every lesson
- Making themselves aware of the SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- Reviewing and set new targets with parents/ carers and children
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/ interventions
- Undertaking any training suggested or supplied by the school.

The learning support staff and teaching assistants are responsible for:

- Making themselves aware of this policy and the procedures for identification, assessing and facilitating pupils with SEND to access the curriculum
- Feedback to teachers about pupils' responses to tasks and strategies.
- Developing their skills and knowledge in relation to the needs of pupils their working with.

**Arrangements for monitoring and evaluating the effectiveness of this policy**

- Provision for SEND pupils is in place to facilitate a child with SEND to access the curriculum and make progress. A regular review is used to measure pupil progress and the effectiveness of the provision for pupils with SEND.
- Over the school year, the interventions that make up the provision for each child with SEND are carefully mapped alongside the measurements of progress and attainment. In this way the impact of strategies put in place can be monitored to ensure that each child is accessing the curriculum and making progress. This tracking process is reviewed regularly throughout the year.
- Termly monitoring of procedures and practice by the SEND governor evaluates the effectiveness of this policy and its impact.
- Feedback, both formal and informal is gathered from parents and staff following meetings to produce IPP's and targets, revise provision and celebrate success.
- Feedback from specialist teachers, LA personnel and Ofsted inspections inform the school improvement plan.
- An annual review of the SEND provision will take place. It evaluates the success of the policy and the SEND annual action plan which is an integral part of the whole school improvement plan.

## Appendix 1

### Definition of Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children fulfil this criteria if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- Are under school age and fall within the definitions above or
- Have emotional and behavioural difficulties that interfere with their ability to learn.

Children must not be regarded as have a SEND need solely because:

- They have a disability
- The language of their home is different from the language in which they will be taught
- Slow progress or low attainment
- Persistent disruptive or withdrawn behaviours.

## Appendix 2

### Definition of Broad Areas of Need

#### **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 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**

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 difficulties**

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. 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.

#### **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, or habilitation 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. 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 3 – Abbreviations

<b>Abbreviation:</b>	<b>Meaning:</b>
ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
AR	Annual review
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
CAMHS	Child and Adolescent Mental Health Services
CIN	Child in Need
CoP	Code of Practice
CP	Child Protection
DoB	Date of Birth
EAL	English as an additional language
EHCP	Education, Health and Care Plan
ENF	Exceptional Needs Funding
EP	Education Psychologist
EYFS	Early Years Foundation Stage
FAS	Fetal Alcohol Syndrome
FSM	Free School Meals
G&T	Gifted & Talented
GLD	Global learning delay
HI	Hearing Impaired
IPP	Individual Provision Plan
IAELD	Individual Assessment of Early Learning and Development
ISL	Integrated Service for Learning
LA	Local Authority
LD	Learning Difficulties
MLD	Moderate Learning Difficulties
MSI	Multi-sensory impairment
NC	National Curriculum
NQT	Newly Qualified Teacher
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PDA	Pathological demand avoidance
PE	Physical Education
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator

<b>Abbreviation:</b>	<b>Meaning:</b>
SEMH	Social, Emotional, Mental Health
SLD	Severe Learning Difficulties
SLCN	Speech Language and Communication Needs
SLT	School Leadership Team
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
SSR	Single Service Request (Referral)
Stakeholders	Anyone who is impacted by changes or development (someone with something to win or lose)
TA	Teaching Assistant
VI	Visually Impaired