



SPECIAL EDUCATION NEEDS & DISABILITIES (SEND) POLICY AND REPORT

The purpose of this policy is to set down the procedures by which the school provides support for pupils with Special Educational Needs and Disabilities. This document complies with and should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice January 2015
- Special Educational Needs and Disability Act 2014 (Part 3 Duties on Schools)
- Disability Discrimination Act 2005
- Equality Act 2010
- Children and Families Act 2014 (section 69)
- Health and Social Care Act 2012
- Supporting Pupils at School with Medical Conditions 2014
- Data Protection Act 2018
- Local Authority Policy and Guidelines

School specific policies:

- Teaching and learning
- Assessment
- Behaviour
- Safeguarding: Child Protection Policy and Procedures (September 2018)
- Equality and Opportunity
- Admissions
- Accessibility Plan (written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010) outlines the steps the school has taken to prevent pupils with SEND from being treated less favourably than other pupils.
- Supporting Children with Medical Needs Policy
- Data Protection Policy

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1. AIMS AND EQUAL OPPORTUNITIES

1.1. Aims

The

Special Educational Needs and Disability Code of Practice (DFE, 2015) states that:

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.”*
(Code of Practice, 2015 : 6.1)

New Cangle Community Primary School is committed to inclusion: in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND).

The school and its Governing Body believe that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. All children are at the heart of the decision making process. Successful education is not achieved in isolation, but is strengthened through collaborative partnerships. We therefore actively seek the involvement of staff, parents, children, governors and outside agencies in the creation of a secure, enriching environment, where there is a shared sense of purpose, sustained by mutual trust and respect. Our purpose is to ensure **all** children are supported, encouraged and believe in themselves. That they can work creatively and independently having the courage to challenge themselves aspiring to be the best person they can be: academically, socially and emotionally.

Our policy and practice reflect the philosophy and fundamental promoted principles in the SEND Code of Practice.

Close regard is paid to the three principles of inclusive education:

- Setting suitable learning objectives
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning, closing the gaps and assessment for individuals and groups of pupils.

1.2 Equal Opportunities

The staff at New Cangle believe that all members of the school should be treated with respect; have their individual and diverse needs recognised, and be given the opportunity to reach their full potential, regardless of gender, ethnicity, religious beliefs and faith tradition, sexual orientation, age or any of the other protected characteristics identified in the: Single Equalities Act 2010.

1.3. To achieve our aims we will:

- Ensure that quality first teaching, differentiated for individual pupils, is embedded in every class, with high expectations of progress and achievement.
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs. All teaching staff are responsible for the progress and attainment of all pupils in their class whether or not they have additional needs.
- Ensure the whole school community demonstrates a positive attitude towards people with SEND.
- Identify need as early as possible and provide effective support.
- Provide appropriate in-class support which allows **all** children to have access to a broad, balanced and relevant curriculum, including the National Curriculum and Early Years Foundation Stage.
- Plan for support to have a clear set of challenging outcomes that are evidence based.

- Help every child realise their full potential and optimise their self-esteem.
- Encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- Use the graduated response to SEN – Assess, Plan, Do, Review.
- Make reasonable adjustments to the usual school practice to enable children with disabilities to access all aspects of school life; including breaks, clubs and trips.
- View our special needs provision as an ongoing, developing process.
- Develop an effective partnership with parents, carers and outside agencies to implement a joint learning approach at home and at school.
- Encourage parents/carers to use their statutory right to participate in decision-making about provision to meet the special educational needs of their child and where possible to involve the child in the process. (Person-centred Planning)
- Establish assessment and record-keeping systems that provide adequate means of recording progress and attainment and give sufficient information so that interventions can be carefully planned and implemented so that children make good progress.
- Involve the school Governing Body, all staff and parents and children in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children who have special educational needs work as a team to support the child's learning and celebrate their achievements.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

The 2014 Code of Practice says that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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. (Special Educational Needs and Disability Code of Practice: 0 to 25 years: Introduction xii and xiv)

It can also include progress in other areas; for instance social needs to make successful transition to adult life.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of needs will have varying degrees of impact upon the child's ability to function, learn and succeed. We are able to provide support for children in all four areas. The areas of need are (section 6.28 of the SEN code):

2.1. Communication and Interaction

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments and autistic spectrum disorder.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

2.2. Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning differences such as dyslexia, dyspraxia, and may require specific programmes to aid progression in cognition and learning. Such requirements may also apply to children with physical and sensory impairments and autistic spectrum conditions.

2.3. Social, emotional and mental health difficulties

Children can be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present with challenging behaviours. These behaviours may reflect underlying mental health difficulties.

Behaviour difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN. If a child does not respond to behaviour modification strategies then we may suggest completing a Common Assessment Framework (CAF) to seek further support and advice. (Parents can also request this.)

2.4. Sensory and/ or Physical

Children may have sensory difficulties ranging from profound and permanent deafness or visual impairment to lesser, or temporary levels of loss. Some may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties can cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or School Support list or both, if interventions are required that are in addition to or different from those made for other children. We involve other agencies as part of our graduated response.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or another disability. The school can provide support for this.

Medical conditions

With regard to The Children and Families Act 2014, we will support pupils with medical conditions (see Supporting Children with Medical Needs Policy for more information.) Individual Health and Care Plans will specify the type and level of support required to meet the medical needs of these pupils. Where children also have SEN, their provision will be planned and delivered in co-ordination with the Health and Care Plan.

3. IDENTIFICATION AND ASSESMENT (INCLUDING THE GRADUATED RESPONSE) AND REVIEW PROCEDURES

3.1. Early Identification

At New Cangle we are fully aware of the importance of early identification of SEND. Prior to a child starting in the Reception Class they will be visited by the Reception Class teacher in their nursery setting. If it is deemed appropriate the SENCo will also visit the child and an additional meeting with the parents will be arranged. This is an opportunity to discuss any concerns the parents may have, and to find out if the Health Visitor has identified any areas of development concern. It is also an opportunity to find out if any other professionals are involved with the child (e.g. speech and language therapist).

3.2. Early Assessment

Throughout the Foundation Stage, children are assessed using Development Matters in the Early Years Foundation Stage (the guidance document in implementing the statutory requirements of the EYFS). This enables staff to identify children not making expected progress at an early stage. If a child develops difficulties, as they progress through the school, the class teacher will raise the concern with the SENCo.

3.3. Possible triggers for concern

- a) Information from parents;
- b) Issues arising from 'Development Matters';
- c) Pupil having difficulty in attaining specific skills;
- d) Pupil's behaviour disrupting own learning, or that of others;
- e) Pupil's difficulty in accessing the curriculum at an age appropriate level;
- f) Difficulties in the area of receptive and expressive vocabulary;
- g) National Curriculum results;
- h) Results of standardised tests;
- i) Diagnostic tests;
- j) Information from outside agencies.

3.4. Graduated Response

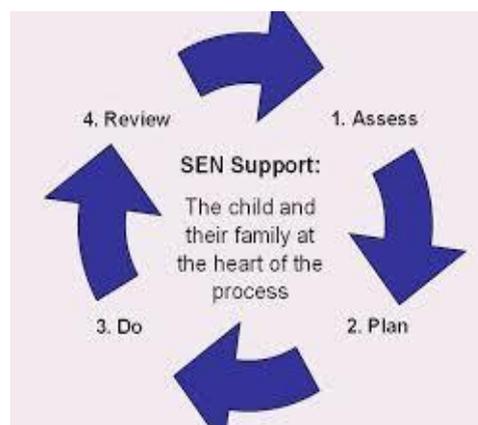
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The school will take a graduated approach: the majority of children with SEND will have their needs met within the school. (Section 6.45 – 6.56 SEND Code of Practice)

We follow a cycle of identification, assessment, planning and doing:

a) Where a child's attainment or progress is cause for concern, identified through either assessment data or a concern raised by teachers or parents, the teacher and parents will discuss with each other. The teacher will also raise this with the SENCo, as all concerns are taken seriously and investigated. The quality of teaching and learning will be closely monitored and where appropriate, additional support may be given. Barriers to learning will be explored and necessary adjustments to the planning, delivery of the curriculum and/or classroom organisation will be made.

b) Where quality-first teaching with differentiation and personalised learning is not enough to support the pupil's needs, suitable provision will be looked at and recorded. Specific assessment in areas such as: phonics, maths, reading and emotional well-being can be done in school to provide more detailed information regarding areas of need. If a special educational need is identified, a support plan will be drawn up to support them effectively.

c) Where a child is identified as having SEND we will take action to remove barriers to learning and to put in effective support. Additional programmes of support, in small groups or one to one will be provided according to the pupils needs. SEND support follows the four-part cycle (see fig 1) through which earlier decisions and actions are revisited, refined and revised. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles. In this way the impact of targeted provision is regularly evaluated. (Section 6.44 SEND code) The child will also be identified on the school SEND register.



d) A request for help from external services may occur at this stage following a decision taken by the SENCo and colleagues, in consultation with parents/carers.

The triggers for a referral to seek help from outside agencies could be that, despite receiving an individualised programme and/ or concentrated support the child still does not make expected progress.

e) Some children may require an Educational Health and Care needs (EHC) assessment (previously a statement) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

Each child will have:

- A SEN Support Plan is created in consultation with the pupil and parent/carer – Appendix D. This will include a One Page Pupil Profile
- The SENCo along with the teaching staff will record actions that have been taken and those to be taken, including communication with other agencies
- A Provision Map is produced to identify support and track progress.
- Reviews will be held with parents and children at least termly but may be more frequent. (Section 6.53-6.56 SEN code)

4. PARTNERSHIPS WITH PARENTS, PUPILS AND OTHER AGENCIES

We actively encourage and value the involvement of children in their education and parents/carers in supporting their children and recognise the importance of this in aiding the pupil's success.

4.1. Partnerships with parents

New Cangle Community Primary School is committed to working with parents/carers in the best interests of the child. In line with the SEND Code of Practice the school has produced a local offer that summarises the provision and the reasonable endeavours it will make to any pupil with SEND. It can be read on the school's website (<http://www.newcangleschool.com/>) or contact the school for further details.

We encourage and recognise the rights of parents/carers in terms of their involvement in the provision for their child's educational needs. We:

- Involve parents/carers in decision making regarding the ways by which their child's individual needs will be met and the targets to be set.
- Invite the parent/carer to attend all review meetings and provide feedback regarding provisions in place.
- Encourage the parent/carer to be actively involved in supporting their child.
- Provide the parent/carer with ideas and/or resources to use at home to support their child at time.
- Offer parents/carers the opportunity to meet with the SENCo.
- Ensure the parents/carers are aware of their rights.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

4.2. Involving the Child

Pupil views play an important role within the school and our goal to provide a person centred approach to meeting the needs of the pupil. Pupil's discuss and help to complete their One Page Profile and are involved in creating and reviewing the SEN support plan. They are actively encouraged to share opinions and celebrate successes with a range of staff, family members and outside agencies (if involved.) Where appropriate, pupils are invited to attend all or part of the meetings that concern them. Their views are gained either during or before such meetings.

4.3. Working with Outside Agencies

The school recognises the value of seeking advice and working in partnership with other agencies to support and inform the provision for pupils with SEND. Services can be used to advice and/or train staff or to work directly with pupils (1:1 or small groups) and parents. Support can be accessed from:

- Advisory Teachers/Outreach Support for Special Needs
- Education Psychology Service
- Speech and Language Therapists
- Occupational and Physiotherapists
- CISS (County Inclusion Support Services)
- School Medical Services ~ School Nurse/GP
- Support for Hearing or Visually Impaired children
- Child and Adolescent Mental Health Services (CAMHS)

5. ROLES AND RESPONSIBILITIES

5.1. The Governing Body

New Cangle's Governing Body, in consultation with the Head Teacher, determines, supports and reviews all school policies. They establish the appropriate staffing and funding arrangements and maintain a general overview of the school. The Governing Body, having regard to current legislation and the Code of Practice:

- Ensures appropriate provision is made for any child with special education needs and disabilities.

- Review SEND reports, which they use for monitoring of progress and attainment.
- Ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative from the Governing Body to oversee SEND provision and liaise with the SENCo.
- Ensures that parents/carers and pupils with SEND are fully informed and included in decisions regarding support and actions undertaken.
- Ensures statutory requirements are met.
- Ensures they are involved in developing and reviewing the school's SEND Policy.

5.2. The Head teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school, including the strategic direction and development of SEND policy and provision.

5.3. Special Educational Needs Coordinator (SENCo)

As the responsible person, the SENCo will oversee the provision for all special education needs, this involves:

- Responsibility for the day to day operation of the school's SEND policy and provision.
- Interpreting legal requirements for staff, parents/carers and Governors.
- Co-ordinating and evaluating provision, including interventions and assessments, for children with SEND.
- Monitoring the impact of provision and progress of children with SEND with the class teacher, Head Teacher and Senior Leadership Team (SLT).
- Liaise with and support colleagues in early identification.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of children with SEND, signposting them to support and information.
- Organising and/or delivering training to meets the needs of staff and pupils. Including new staff induction regarding SEND.
- Liaise with external agencies, including LEA support teams, for pupil support (e.g. Educational Psychologist services, health and social services, speech and language therapists and advisory teachers).
- Ensuring the Head Teacher and Governors are informed of SEND provision and provide regular pupil progress reports.
- Liaise with identified SEND governor.
- Overseeing the review progress for all children receiving SEND support.

5.4. Teachers

All teaching staff are teachers of pupils with SEND, they will:

- Be responsible and accountable for the progress and development of the pupils in their class, even when pupils access support from Learning Support Assistants (LSAs) or specialist staff.
- Plan and deliver Quality First Teaching (QFT), as a first step in responding to pupils who have or may have SEND.
- Liaise regularly and effectively with the SENCo and LSA's.
- Work with the SENCo to decide the action required to enable the pupil to make progress and be successful.
- Work with the SENCo to collect all available information on the pupil.
- Develop and review SEND support.
- Develop effective relationships with parents/carers, keep them informed of progress.
- Encourage pupils to participate in decision-making.
- Continuously monitor and assess pupil progress and identify the next steps to learning.
- Work with the SENCo to identify their own training needs around SEND, showing commitment to their CPD.
- Meet with parents/carers at least twice a year to review SEND support.

5.5. Learning Support Assistants and Higher Level Teaching Assistants

When allocating additional LSA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to achieve and progress, while encouraging the development of independent learning skills. LSA's and HLTA's will:

- Provide relevant support to identified pupils; in class, small groups or 1:1.
- Deliver evidence based interventions.
- Focus support on learning and development.
- Develop positive working relationships with parents and professionals.
- Assist with the recording, monitoring and evaluation of pupils' progress.
- Assist with the identification and effective provision of appropriate resources.
- Have a good knowledge of SEND and a commitment to their CPD.
- Attend team and service meetings and undertake appropriate training.
- Work alongside the SENCo and teaching staff.

5.6. The local authority (LA)

The local authority must consult parents/carers of children with SEND in the development of its policies. Where a child requires an Education, Health and Care assessment, it must ensure that the child's parents/carers are fully included in the process from the start, that they are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

6. STATUTORY ANNUAL REVIEWS

For a child who has a Statement of Special Educational Needs (these will be phased out and transferred to Education, Health and Care Plans) or an EHC Plan, the LA has a statutory duty to formally review the statement/EHCP, at least annually. Annual Review meetings are organised by the SENCo and held in school. All parties involved in supporting the child; parents/carers and outside agencies are invited to attend the review. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review meeting
3. SENCo's report of the Annual Review Meeting
4. Local Authority review

A request for an EHC Plan assessment can be made by the school and/or a parent/carer, to the LA, if the child is still having significant difficulties despite targeted interventions. (See Appendix C)

Children, who it is believed will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis - e.g. of Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or Dyslexia does not mean that a child will gain or needs an EHC Plan.

7. ADMISSIONS, TRANSFERS AND TRANSITION ARRANGEMENTS

New Cangle Community Primary School welcomes all pupils, including those with special educational needs or who have a statement of SEN/EHCP's, if their needs can be efficiently met in mainstream education and it is the wish of the parents. The arrangements for their admission will be in accordance with Suffolk County Council Co-ordinated Admissions Policy. There will be liaison with appropriate staff with regard to passing on records of SEND, and other relevant information, to cover:

- pre-school;
- year group moves;

- transfer to/from other primary schools;
- transfer to Upper School.

When a child is transferring from another school, the school requests records including: National Curriculum Assessments; Safeguarding file (where appropriate) and details of any SEND support, including pupil profiles. The SENCo will contact the previous school to gain information to support the child and aid transition.

7.1. Transition into and within school

We understand how difficult it is for children and parents/carers as they move into a new class or a new school and will do all we can, according to the individual needs of the child, to make transition between classes, including from Pre-School, as smooth as possible. This may include for example:

- Additional meetings for the parents/carers and child with the new teacher and if appropriate the SENCo.
- Additional visits to the classroom environment in order to become familiar with the class and area.
- Opportunities to take photographs of key people in order to make a transition booklet.

Enhanced transition arrangements are developed to meet the individual needs of the child.

7.2. Transition to Secondary / Upper School

Transition reviews for Year 6 pupils are held as soon as possible in Year 6. We work closely with the upper school SENCo and inclusion support to co-ordinate additional visits and the transfer of information. If required outside agencies will be contacted to offer advice or be part of the transition support process.

8. ALLOCATION OF RESOURCES

Funding is allocated in the school budget to provide resources (including suggested support for statemented /EHCP pupils) to assist pupils with SEND. Suffolk County Council offer additional funding called 'High Tariff Needs Funding' for pupils whose needs meet their criteria.

The SENCo has regular non-contact time, for monitoring SEND provision and maintaining records including the SEND register, assessing pupils, liaising with staff, parents and other agencies, completing referrals and government initiatives.

Throughout the school there is a range of practical equipment available to ensure the support and inclusion of SEND pupils. The school budget takes into account the needs of specific/specialist SEND equipment (such as test material, computer programs and resources recommended by an Occupational Therapist for example). We will always endeavour to provide the resources, facilities and equipment to support and meet the needs of all children in our school. This is essential in enabling children to be successful and fully included in all areas of school life.

9. CURRICULUM ACCESS AND INCLUSION

All pupils have access to a broad, balanced and enriching curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. All SEND pupils will be supported within the whole class where possible. Class work is differentiated to take account of all children's individual needs, including support within a small group, where appropriate. Work on support plan targets is carried out with individual pupils, pairs or in small groups. In line with the school's inclusion policy and equalities policy, no child will be excluded from participation in physical activities, extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its equal opportunities plan. Pupils with SEND are fully integrated into the life of the school. (See school's Accessibility Plan)

10. STAFF DEVELOPMENT

The Special Educational Needs Policy is subject to regular review and evaluation. The SENCo (or representative) attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCo if they need further training in school procedures or support for children. Training for both teaching and non-teaching staff is provided as necessary and the SENCo ensures all staff are aware of the training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified in the School Development Plan. If medical training is required this will be actioned as soon as possible. The SENCo gives feedback to the governing Body on SEND provision at termly governor's meetings. Governors have access to SEND training.

11. COMPLAINTS PROCEDURES

In the first instance, any parent or carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENCo. If they wish to pursue a complaint they should contact the Head teacher and follow the school's complaints procedure. The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

If the complainant remains concerned, after following the complaints procedure, they could ask the Department for Education's School Complaints Unit to take up the matter. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

12. MONITORING, EVALUATION AND REVIEW OF SEND POLICY

This document is subject to annual review as a part of the cycle of self-evaluation. Staff views are sort in the development and evaluation of the SEN policy and guidelines, identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Measureable progress made by individual children.
- Progress and achievement in relation to a child's peers.
- Noting children's and parent/carers feedback

13. LINKS TO OTHER ORGANISATIONS AND INFORMATION

Suffolk County Council Local offer for SEND and School information report
www.suffolklocaloffer.org.uk

SEND Code of Practice 0 to 25 years 2014, DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

Children's and Families Act 2014, Part 3: Children and young people with special educational needs and disabilities

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/ChildrenAndFamiliesActBrief.pdf>

Supporting pupils at school with medical conditions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_with_medical_conditions.pdf

SENDIASS in Suffolk.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0-25 and their parents about education, health and social care.

www.suffolksendiass.co.uk

Review

This policy was reviewed September 2018 and should be review annually.

Signed: _____ SENCo

Signed: _____ Headteacher

Signed: _____ Chair of Governors

This policy has been approved by the Governing Body of New Cangle Community Primary School: Autumn term 2018

REVIEW DATE: September 2019

CHAIR OF GOVERNORS: _____

Appendix A: Contacts

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Appendix B: Glossary of terms

Annual review: The review of an EHC Plan (or a statement if a child has not yet been transferred to an EHC Plan) must be held every 12 months as a minimum.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the local authority after an EHC needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in education settings to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for them.

Special Educational Needs and Disabilities (SEND): 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 they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disabilities Co-ordinator (SENCo): A qualified teacher who has responsibility for co-ordinating SEND provision. In small schools this may be the head teacher or deputy. In larger schools there may be a team of SENCos. Other early years settings are expected to identify an individual to perform the role of SENCo.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND to access the National Curriculum at school or to study at college.

APPENDIX C: Changes from the SEN Code of Practice 2001

From the 1st September 2014 the provisions of the Children and Families Bill, its associated regulations and the Code of Practice were put in to force. Transitional arrangements were put in place to support the changeover from the previous system to the now, current SEND: Code of Practice.

Notable changes from the SEN Code of Practice 2001:

- The SEND Code of Practices 2014 covers children from the age of 0 – 25 years.
- There is a clearer focus on the views of children and young people and on their role in decision-making.
- There is guidance on the joint planning and commissioning of services to ensure close operation between education, health and social care.
- For children and young people with more complex needs a co-ordinated assessment process and the 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs). Most changeovers will happen at a child's educational transition point or within a few years.
- There is guidance on the support pupils and students should receive in education and training settings.
- There is now a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.
- The definitions of special educational needs remain the same but there is a change in identified category of need from: Behavioural, Social and Emotional to *Social, Emotional and Mental Health Needs*.



My Support Plan



My name is:

I go to: New Cangle Primary School

I am in: Year X, XXXX class

I was born on the: 00.00.2000

This plan started on: September 2018

Review

SEN Support: Cognition & Learning

Attendance: Year X:

%

Current:

%

People who helped to make my plan

Name	Address	Role	Contact numbers and email
Mr and Mrs	Road, CB9	Mum and Dad	Home: Mobile:
	New Cangle Primary School	Teacher	
Mrs Sarah Pector	New Cangle Primary School	SENCo	Tel: 01440 702143 s.pector@newcangle.co.uk

All about me!

What people like and admire about me: That I like to help people and try very hard with all of my learning.

What is important to me (at home & school):

Playing with my friends at school. My pets are important to me.

My aspirations, hopes & goals:

I need help with:

My strengths:

How best to help, support & communicate with me: Make sure I understand the task and what is expected of me.

What my parents think:

Mum and Dad say that

What is going well?

What is going well? (In and out of school)



What could change or be improved?



Other things I would like to share (&/or other information which may be relevant: family/medical history/social etc)

Assess ~ Date: July 2018 Current situation? (include baseline)

Reading: XX Writing: XX Maths: XX

PLAN

Outcomes ~ what we want to achieve:

1. To

1 2 3 4 5 6 7 8 9 10

2. To

1 2 3 4 5 6 7 8 9 10

3. To

1 2 3 4 5 6 7 8 9 10



Review outcomes ~ Date:

1. To

1 2 3 4 5 6 7 8 9 10

2. To

1 2 3 4 5 6 7 8 9 10

3. To

1 2 3 4 5 6 7 8 9 10

Do: Identify actions and next steps (who/what/when)

1.

2.

3.

Reviewing my outcomes ~ Date:

Outcome:

Achieved - set new outcome? Partly achieved - needs further review (use next page) Not achieved - needs further review (use next page)

Outcome:

Achieved - set new outcome? Partly achieved - needs further review (use next page) Not achieved - needs further review (use next page)

Outcome:

Achieved - set new outcome? Partly achieved - needs further review (use next page) Not achieved - needs further review (use next page)

Outcome:

Achieved - set new outcome? Partly achieved - needs further review (use next page) Not achieved - needs further review (use next page)

My review and recommendations



What is working?	Is there anything that is not working?
What we will do next?	What needs to change?

In line with the SEND Code of Practice and the Graduated Approach the child:		Dates
1. Requires no additional support.	<input type="checkbox"/>	Closure date:
2. Has needs that can currently be met at SEND Support - set new outcomes and plan.	<input type="checkbox"/>	Date of next review:
3. Has needs that require additional advice or support. If so, from whom?	<input type="checkbox"/>	Date referral/discussion:
4. Requires a request for an EHC assessment (evidenced through at least 2 cycles of plan)	<input type="checkbox"/>	Date request submitted:

Agreements

	Young person		Parent or carer	
I understand why the Support Plan is being completed and my role within it.	Yes	No	Yes	No
I understand that information may need to be shared with other professionals	Yes	No	Yes	No

Name:	Date: _____
Signature:	

Name: Mrs	Role: Mum	Date: _____
Signature:		

Name:	Role: Teacher	Date: _____
Signature:		

Name: Mrs Sarah Pector	Role: SENCo	Date: _____
Signature:		



Area of Need: Cognition & Learning Pupil Premium:			Code of Practise: SEN Support Review:		
Provision/Frequency per week/Staff		Assessment		Individual resources	Outside Agency
Wave 2 (Small group/catch-up)	Wave 3 (1:1/Highly differentiated)	Pre-Assessment	Post-Assessment		
Small group support~ English and maths. Pre & post teaching					

Comments/Notes: