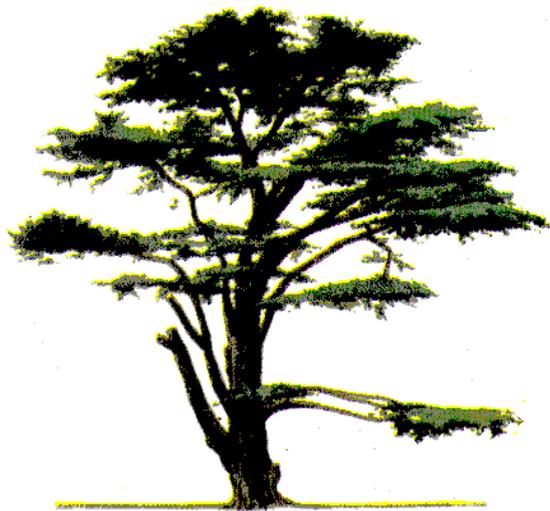


The Cedars Primary School



Special Educational Needs (SEND) Policy

This policy was written in:	December 2018
Next Review Date: December 2019	

Our Vision

Working in partnership, we aim to provide our pupils with a safe, supportive and stimulating environment that will help to promote self-worth and respect so that they may achieve their full potential in preparation for their future.

Through the commitment and dedication of all staff, and the support of parents, the Governing Body of The Cedars Primary School aims to offer its pupils education of the highest quality.

Our pupils will be given the opportunity, within a safe, supportive and challenging environment, to feel confident in their learning and fulfil their potential in all areas of the curriculum. Social, moral, intellectual and spiritual values will be nurtured to promote a feeling of self-worth, respect for each other and to prepare the children for later life.

Our staff will work in partnership to provide the best possible standard of education for every child. A commitment to the ethos of the school, professional and personal development, and effective communication are the channels for ensuring this occurs.

Our parents / community will be helped to work co-operatively with the school to support the education of their children and, in order to facilitate this, the school will keep parents informed about all aspects of school life.

Aims

It is the aim of The Cedars to provide every pupil with the best education possible. We promote a fundamental belief in the equality of opportunity in the classroom and throughout the school. All pupils should be fully included into the life and curriculum of our school. Reasonable adjustments will be made so that all pupils can be fully included.

Admission Arrangements for pupils

All pupils admitted to the school will have Special Educational Needs. These may be identified in their Education and Health Care Plan or they may be in the process of being assessed for an EHCP.

What is a Special Educational Need?

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for Special Educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi:

A child of compulsory school age or a young person has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

The Code of Practice defines Special Educational Provision in paragraph xv as:

“Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers”

Special Educational Needs at the Cedars

The Cedars is a school for children with Social, Emotional and Mental Health Difficulties. All children at the school will have an Education, Health & Care Plan (EHCP) or will be in the process of statutory assessment. The majority of children at the Cedars have a primary need which comes under the category Social Emotional and Mental Health Difficulties (SEMH).

For many of the children at The Cedars their behaviour has meant that they have been unable to have their SEN needs met at a mainstream school. SEMH could include one or more of the following recognised difficulties which may have contributed to this:

Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)

This is a group of behavioural symptoms which includes inattentiveness, hyperactivity and impulsiveness. Some children at The Cedars take medication for ADHD. Other children may not be medicated for medical reasons, because of parental concerns or because their symptoms are mild and medication is not deemed appropriate.

Attachment Difficulties

This is a mental and emotional condition brought on as a result of failure to form an appropriate bond with parents or guardians in early childhood. Children with attachment disorder have difficulty trusting others. This disorder affects a person's mood, behaviour and social relationships usually due to early experiences of neglect or abuse.

Autism Spectrum Disorder (ASD)

Pupils on the Autistic Spectrum have problems in three areas: social and emotional difficulties; language and communication and flexibility of thought (imagination) These are often known as the triad of impairments. Behavioural difficulties may also be present for some pupils.

Conduct Disorders / Oppositional Defiant Disorder

This is a childhood disorder that is characterized by negative, defiant, disobedient and often hostile behaviour toward adults and authority figures primarily. In order to receive a diagnosis, the behaviours must occur for at least 6 months. Conduct Disorders are often linked to other mental health difficulties in children.

Depression

This is feeling sad, lonely, down, anxious or stressed for longer periods of time to the extent that it can affect everyday lives and can prevent that young person from doing things they would normally do. Depression in children can also present as anger and “acting out” as well as self-injurious behavior.

Anxiety

Anxiety disorders can affect children in many different ways. Some types of anxiety disorder can affect a child’s ability to function successfully at school.

Generalized Anxiety Disorder means that they feel anxious for most of the time with no apparent reason. If the anxiety is very severe it can mean that the child struggles to attend school or concentrate on learning.

Separation Anxiety is more common in preschool children and is caused by worry about separation from a child’s usual caregiver. For some children though it continues into childhood and can affect the child’s development, education and family life.

Social anxiety can present in some children as a disabling shyness. In others it can be a fear of social humiliation. It can cause problems for the child in making friends or attending school.

Post-Traumatic Stress Disorder

This occurs in children as a result of a child’s exposure to 1 or more major traumatic events. Such events can take many forms, including physical or sexual assaults, natural disasters, accidents, traumatic death or injury of a loved one, and emotional abuse or neglect. Children who have experienced trauma may exhibit sleep difficulties, attention deficit disorder, aggressive and defiant behavior (leading to the misdiagnosis of a conduct disorder), anxiety symptoms, phobias, and social avoidance, as well as depression, agitation, or learning difficulties

Tourette’s Syndrome

This is a neurological condition characterised by a combination of involuntary movements or tics. It is often associated with ADHD and Obsessive Compulsive Disorder (a mental health condition where a person has obsessive thoughts and compulsive activity).

Social Communication Difficulties

Pupils will have persistent difficulties in the social use of verbal and non-verbal communication.

Specific Learning Difficulty (SpLD)

This is an umbrella term, sometimes used as a synonym for dyslexia, but now generally accepted to include dyscalculia (numbers) and dysgraphia (handwriting)

Speech and Language Difficulties

Pupils will have difficulty in using or understanding receptive and /or expressive language. This is a key area of difficulty for children at The Cedars with over 80% of pupils being assessed as having some level of difficulty in this area.

Sensory Difficulties

At The Cedars we also have a number of children who are diagnosed with Sensory Integration Disorder (SID) or, as it is often called, Sensory Processing Disorder (SPD). SPD is a neurological disorder that results from the brain's inability to integrate certain information received from the body's sensory systems. The individual reacts in an extreme way to normal things that he or she experiences. It varies between individuals in both characteristics and intensity: children may be born *hypersensitive* (over-responsive to stimuli), or *hyposensitive* (under-responsive to stimuli) – which may result in avoidance of an activity. Individuals can have trouble in one sensory modality, a few, or all of them. Some people are so mildly affected that the disorder is barely noticeable, while others are so impaired they have trouble with daily functioning

Cognition and Learning

We have children who are of average academic ability and high academic ability but we have increasing numbers of children who have moderate learning difficulties.

Medical Difficulties

At The Cedars we have a number of children with medical difficulties including epilepsy and asthma. All children with medical needs will be assessed and a healthcare plan put in place where necessary

Physical Difficulties

Any children who are referred to The Cedars will be risk assessed to ensure their own safety before admission. (please see The Cedars Primary School Accessibility Policy)

At The Cedars we meet with each child before confirming a place to ensure that we are able to meet their needs effectively and safely. The Cedars is not an appropriate school for children with Severe Learning Difficulties or for children whose physical disabilities would put them at risk of harm in a potentially aggressive and violent environment. Each case will be considered individually.

Roles and Responsibilities

The Headteacher will:

- Have regards to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning.
- Determine the use of financial resources, staffing levels and staff deployment
- Compile the 'local offer' and ensure it is regularly reviewed and published on the school website.
- Ensure staff development, in-service planning for governors, teachers, teaching assistants and associate staff.
- Monitor data analysis and report back to governors.

The Governing Body will:

- Appoint a Governor to support and challenge provision and report back to full Governing Body
- Have regard for the Code of Practice in all decisions
- Agree the school's 'offer'
- To monitor the progress of underachieving children

At The Cedars this role is currently undertaken by **Mary Farmer**.
The Curriculum and Standards Committee is responsible for monitoring the standards of different groups.

Teachers will:

- Take responsibility for the needs of all children
- Be responsible for additional identification, assessment, planning and evaluation to meet individual needs
- Plan and differentiate the curriculum for the needs of all pupils
- Monitor the progress of each child in their class, reviewing the effectiveness of resources and other curriculum material.
- Write a report for the Annual Review – reviewing progress and setting further targets

Parents will:

- Communicate regularly with the child's teacher
- Fulfil their obligations as set out in the home-school agreement
- Be fully involved in the identification, planning and evaluation process, including attending their child's Annual Review

Co-ordination of Education for children with SEN

The school takes a whole-school approach to co-ordinating the response to meeting the needs of all our pupils who all have SEN. This is coordinated by the school's Senior Leadership team.

The Headteacher will work closely with the SEN governor and staff to ensure the effective day to day operation of the school's SEN policy. The Head will identify areas for development in SEN and contribute to the School's Development Plan.

The practice of the school will influence

- Job descriptions
- Staff handbook
- Questions at interview
- Induction of new staff

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Education Health and Care Plans (EHCP)

All our pupils have an Education, Health and Care Plan. Any new pupil referred to the school who has recently had a multi- professional assessment will have an EHCP. In-line with legal requirements the EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly or as appropriate, taking into account the views and contributions of parents, pupils and external agencies.

Teachers will regularly set and review individual targets for pupils based on the targets in their EHCP as well as any behavioural or academic needs which are apparent in the classroom.

Funding and Resources

The school receives funding from the Local Authority each year to facilitate the needs of the pupils who all require SEN support. The LA has negotiated with the school to provide a 'High Needs' top up which reflects the complexity of needs of the pupils.

The School Leadership team works closely with the Governing Body to systematically apportion its budget in the most efficient way possible to maximise the benefit for the pupils.

The majority of funding is spent on staffing. This enables the school to employ well qualified and experienced staff wherever possible. It also enables the school to employ sufficient staff in order to meet the needs of the most challenging children at any given time. Having permanent staff also ensures that staff are well trained and understand how the school works.

Class sizes are kept manageable with 7 children in Key Stage 1 classes and 8 children in Key Stage 2 classes. This may vary according to the needs of the children and the experience of the staff.

The School and Governing Body are also committed to providing a well maintained school with appropriate and effective resources. The Governors ensure that money is set aside to develop resources in all curriculum areas. In addition, Governors will ensure that staff are kept fully up to date about SEN issues e.g. by being a member of an SEMH cluster group / peer review and subscribing to Special Needs journals.

Training

There is an on-going programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils within everyday teaching. The school is committed to providing and facilitating attendance at in-service training in all relevant areas of SEN provision. Needs analysis are undertaken to identify individual and whole school training needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils. All staff at The Cedars who work directly with children are Team Teach trained or will be when the next training comes about. The school has at least 1 in-house Team Teach trainer who undertakes initial training as part of induction for all frontline staff.

In the last 2 years there has been whole staff training on:

- Safeguarding; Keeping Children Safe in Education, FGM, Self-harm, Sexual Exploitation, Grooming and Radicalisation
- Staff Personal Conduct
- Team-Teach (Restraint training, 1-2 day every 2 years)
- Prevent and SEN
- Anaphylaxis
- Working with children with Attachment Difficulties
- Fire awareness / fire warden training

Individual Staff have also attended training on:

- Mental Health 1st Aid
- Pathological Demand Avoidance
- Supporting Pupils Mental Well-being
- NSPCC training
- Childhood Developmental Trauma

Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC). The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Displayed on the Staffroom IHC board

- Reviewed at least termly or sooner to reflect changing needs and support

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties. Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school website or requested from the school office.

Identification, Assessment, Reviews

On entry

When children are first admitted to the school the following procedures are followed;

- The Headteacher reads all relevant paperwork.
- The Headteacher and a Teaching Assistant carry out a home visit
- The Deputy Headteacher carries out a school visit
- Contact may be made with CAMHS and/or Social Care where appropriate
- Child may be seen by school's Speech Therapist where appropriate
- The following standardised tests will be carried out; writing assessment, Blackwell spelling assessment, Neale's Reading Analysis and/or phonic testing and sight words.

By the end of their first term each child will also have

- A completed Boxall profile and Nurture Development Plan
- A Physical Intervention Plan (If the child has required a physical intervention)
- Pupil Asset data collected

If a teacher has a concern about a child in their class they may;

- Raise their concern with the parent/carer via home/school book, phone call, ask the parent to come in or parents eve.
- Raise the concern in debrief to gather whole school view
- Raise the concern with the Headteacher and/or Deputy Headteacher.

Where there continues to be concerns the following may be considered

- Further classroom strategies
- Additional support staffing (additional funding from the LA may or may not be requested for this)
- Strategies additional to what is in place for all children e.g. a separate timetable
- Referral to outside agencies such as CAMHS, Social Care, S<, OT etc.

These children will be monitored closely to ensure the effectiveness of any additional intervention/support.

Curriculum and Assessment monitoring

The class teachers, Assessment Co-ordinator and Headteacher will monitor the attainment and progress of the pupils. Where there are concerns over an individual's performance this may be raised with the class teacher and at Senior Management meetings.

Annual reviews

It is a legal requirement that every child will have an Annual Review of their EHCP approximately one year from the date on their EHCP. Children in year 5 will have their review in the Summer Term in order to inform Secondary Transfer in the Autumn Term of Year 6.

Moving on from The Cedars

If a pupil is incorrectly placed at The Cedars an additional EHCP Review may be called in order to identify the child's needs and discuss more appropriate provision. Examples are children moving to schools for Learning Difficulties, children moving into specific Autistic provision or children returning to Mainstream education. It is not necessary to always call an additional meeting and sometimes an updated report will be sufficient.

Curriculum

It is expected that all children will have access to the whole curriculum. Children will never be withdrawn from any lesson as a consequence for behaviour unless there has been a Health & safety issue e.g. at the Swimming pool.

Where a child has a particular difficulty in a lesson and the teacher is unable to adapt the lesson to meet their needs, then additional staffing may be used from the 'support team'. Children whose behaviour is unacceptable in a lesson may be withdrawn until they are calm enough to return. Any child who is unable to attend a lesson e.g. they are on Internal Exclusion - will have work from the same subject area.

All pupils will be involved in the full life of the school.

Homework –children will be encouraged, and may be rewarded for completing homework. No child will receive a sanction for non-completion.

Clubs - Due to many children being transported into school by school transport, although clubs are open to all children, only those who can be picked by a responsible adult can attend. The school runs 'clubs' on a Friday afternoon for all

children in order to compensate for this. Children whose behaviour is particularly challenging may not be able to attend clubs due to limited staff availability.

Plays/productions – All children will take part in every production. Some children will be given more individual roles if they choose to. Where children find it particularly challenging and anxious to be part of a production the child will be wither given a role such as handing out programmes or may be supervised in a class. Parents will be informed if this is the case.

Trips – It is expected that all children will attend class trips. Trips will be carefully chosen and organised in order that all children can have a successful trip. However, there may be instances where children cannot attend e.g.

- Parents do not give consent
- Child's history of dangerous behaviour on particular trips e.g. on the London Underground
- Lack of additional support staff
- Risky/dangerous behaviour prior to trip
- Child's mental health deteriorating.

Each trip will be assessed individually and adaptations made where appropriate.

E.g.

additional staffing, a more structured trip, a trip with a different class. Etc.

Swimming – All children are expected to go swimming and consequently swimming lessons are well staffed. Swimming lessons are not a reward or sanction. However children who behave dangerously at the swimming lesson or prior to the lesson may have to miss the next lesson. This is at the discretion of the staff involved.

Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils. In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher. If the concern cannot be satisfactorily dealt with at this stage, then parents should follow the procedure set out in the school's Complaints Policy.

For further information

Please refer to the School Complaints Policy

Outside agencies

The school is able to access support from outside agencies, namely;

- Speech & Language therapy – Children who have S&L on their EHCP are seen by the school's resident S<. This person works 1 day per week and therefore may have to prioritise who they work with. Their work includes working in class, as well as individually. Children who do not have S< on their EHCP are referred to the NHS Speech & Language service
- CAMHS
- Social Care
- OT
- Young Carers
- Parent Partnership
- School nursing service

Parents

Involvement of parents is a strong feature of the work at The Cedars. We operate an open door policy and whenever possible we will prioritise meeting with parents. We also involve parents in the following ways;

- Welcome and introduction of new pupils
- Keeping parents informed through parents evenings, Annual Reviews, and End of Year reports
- Home / School books

Appendix 1 Compliance with statutory duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice 2014
- Supporting pupils at school with medical conditions June 2014
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018