

CAVERSHAM PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

October 2018

To be reviewed October 2019

SENCo: Ms Philippa Sutton

Article 2: All children have these rights, no matter who they are, where they live what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Context

The aim of this policy is to ensure all individuals and groups receive equal access and opportunities to develop and learn. There is no discrimination arising from disability, ethnicity or gender.

This policy has been developed in accordance with statutory duty described in Special Educational Needs & Disabilities Code of Practice 0-25 (2014), with reference to the following:

- Equality Act 2010: advice for schools (Feb 2013)
- Schools SEN Information Report Regulations, Clause 64 (2014)
- Children and Families Act (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (Sept 2013)
- The Accessibility Plan
- The Safeguarding Policy
- Teachers Standards (2012)

The Policy has been developed in consultation with parents, pupils, staff and governors and will be reviewed annually.

How will Caversham Primary School support my child?

Caversham Primary School works hard to ensure that **all** children have access to a balanced and broad-based curriculum. We aim to be a fully inclusive school: *all* social and educational activities in the school are open to *all* children.

At Caversham Primary the teachers treat all children as special and are constantly assessing and monitoring the children's progress.

All our teachers hold Qualified Teacher Status (QTS), ensuring quality first teaching - that is, the high quality teaching which ALL pupils receive.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is **additional to or different from** this. This is special educational provision."

Children and Families Act (2014) – section 12

What is a SEN or SEND?

The SEND Code of Practice 0-25 (2014) defines special educational needs as follows:

"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 them."

"A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age
or

(b) have 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"

Categories of Special Educational Need & Disability

The SEND Code of Practice (2014) groups special educational needs into four broad categories, but individual pupils may well have needs which span **two or more categories**:

Communication and interaction

- Children 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.
- Children with an autism spectrum condition (ASC) 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

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and for associated difficulties with mobility and communication.
- 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 may experience a wide range of social and emotional difficulties, which can manifest themselves in behaviour such as becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.
- Children with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder may also have social and emotional difficulties.

Sensory and/or physical needs

- Some children require additional provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI - a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning.
- Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Some children have difficulty processing sensory input, and may require additional support or interventions to enable them to access all activities.

14.4% school-aged children in the UK have additional needs, according to the school census from Jan 2017. Special Needs provision needs to be flexible, responding to pupils' changing individual needs, new research and resources, improvements in technology, and local and national statutory requirements.

Our objectives are:

- To identify pupils with special educational needs **at an early stage**
- To ensure our curriculum is accessible to all pupils, whatever their individual need
- To involve parents/carers and pupils in decision making
- To direct resources to specific needs
- To provide support both within the school and from various outside agencies to improve outcomes for pupils with SEND
- To ensure all staff are aware of a pupil's individual needs
- To record and monitor the progress of each child with special educational needs
- To enable each child to participate in, and contribute to, school life
- To recognise and celebrate the achievements of all
- To raise and nurture self-esteem, confidence and positive attitudes; to ensure that all pupils experience success.
- To provide support and ensure inclusion for pupils with medical conditions
- To ensure a high level of staff expertise through continued professional development

Admissions

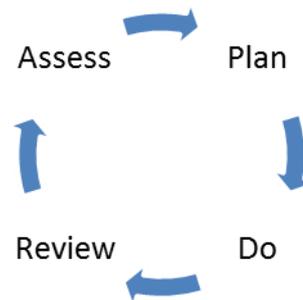
Caversham Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the local authority Admissions Policy. In accordance with the Education Act 1996 (Section 316), the school will admit a child with a Statement of SEN or Education, Health and Care Plan subject to the wishes of their parent, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We track the progress of all our learners and, as professionals, regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents and teachers are encouraged to speak to the SENCo about any concerns they have as they arise.

The information gathering will include an early discussion with the child and their parents. Caversham Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development.

When a child is identified as needing SEN Support, staff employ the recommended model for special educational needs as set out in the Code of Practice (2014). This is a graduated approach of:



Assess: Pupils are assessed termly in Maths, using Progress in Understanding Mathematics Assessment (PUMA) and in Reading Comprehension, using Progress in Reading Assessment (PIRA), by Hodder Education. Writing, Maths and Reading are also teacher assessed at the end of units and the data is collected termly using iTrack, based on National Curriculum Age-Related Expectations. We track the progress of all our learners using this system.

In addition, pupils may be assessed by the Speech and Language Therapist, Ms Rachel Tomkinson; by an Occupational Therapist; by an Educational Psychologist; or our SENCo, using the Reading Recovery Observation Survey or the York Assessment of Reading Comprehension (YARC), for example.

Plan: Termly Pupil Progress meetings between the Head Teacher, Assistant Headteachers, the SENCo, the teacher with responsibility for assessments and the class teachers of each year group provide the opportunity to highlight concerns and plan interventions quickly and effectively. Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.

Structured Conversations (one-hour meetings, divided into four clear sections, leading to achievable outcomes and the development of an action plan) can be arranged, where required, between parents, pupil, class teacher and SENCo to ensure everyone's voice is heard at this planning stage.

Provision is tailored to the needs of the child.

Do: The additional support, as agreed during the planning stage, is put in place.

This may take the form of: catch-up interventions; the use of particular equipment, resources or strategies; input from external specialists; support during particular lessons or at specific times of the day; personalised reward systems; modifications to the curriculum; and/or access arrangements for assessments.

Support may be provided in class or in another area of the school; on a 1:1 basis or as part of a small group of learners with similar needs. Intervention groups may be run by a teacher or a trained teaching assistant, or by the SENCo or by an external practitioner where this is appropriate and has been agreed with parents/carers.

Our staff receive regular training and many of our TAs have become skilled in a variety of areas, including Autism Spectrum Condition, Vision Impairment, Downs Syndrome and Sensory Processing Disorder.

We have a number of established relationships with professionals in health and social care and these are recorded in our contribution to the **Local Offer**. All external partners are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

As a school we try to reduce the time a pupil is taken out of class for interventions. Where possible, in-class scaffolding and support are provided, minimising the amount of Quality First teaching missed and ensuring inclusion.

Some interventions take place before school.

Inevitably, due to time constraints and the availability of professionals, some pupils may be withdrawn from class for short periods of time.

The class teacher has overall responsibility for the pupil, even when they are involved in an intervention outside the classroom, having overall responsibility for the provision delivered.

Review: The impact of an intervention is reviewed termly by the teacher, SENCo, parents, pupil and, where appropriate, the provision provider.

Key questions are discussed, including:

"Have the learning outcomes been achieved?"

"If not, what are the current barriers to the pupil's access to the teaching and learning and what can we do to overcome them?"

"Could the pupil's learning differences be addressed by quality first teaching now?"

Depending on the outcome of the review process, the **graduated approach cycle** begins again.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

How is it all paid for?

All schools in Reading receive funding for pupils with SEND in three main ways:

- The base budget covers the cost of running the school, including teaching and curriculum expenses and the cost of the Head teacher and administrative staff.
- The notional SEN budget is an amount allocated from the base budget plus an allocation from additional funding factors, which is expected to cover the cost of any additional educational support required.
- Top-up funding may be allocated to specific 'high needs' pupils, usually those with Education, Health and Care Plans (EHCPs).

Who's who?

Provision for children with special educational needs is a matter for the whole school. At Caversham Primary School we believe that all teachers are teachers of children with special educational needs. In fact, **all teachers are teachers of ALL children.**

The Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work. A link governor is designated with responsibility for SEND and who liaises with the SENCO, to quality assure that suitable provision is made for children with special educational needs.

Our SEND Governor is **Mrs Jayne Welch**.

The SEND policy is reviewed annually and the Governing Body consider any amendments in light of changes to needs, budget, the law, etc.

The SENCo presents a SEND review to a full governor's meeting annually.

The Headteacher

Our Headteacher, **Mrs Ruth Perry**, has responsibility for the day-to-day leadership and management of all aspects of the school's work.

She has overall responsibility for the management of provision for children with special educational needs. She keeps the governing body fully informed and works closely with the SENCO.

The SENCo (Special Educational Needs Coordinator)

The SENCo is **Ms Philippa Sutton** (senco@cavershamprimary.reading.sch.uk).

The SENCo must hold Qualified Teacher Status and hold the National Accreditation for SEN Coordination. She works closely with all staff, the Headteacher, parents and outside agencies, ensuring the best possible provision and outcomes for children with special educational needs. She is a member of the Senior Leadership Team.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- ensuring the involvement of parents/ carers from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's SEND Support register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care practitioners and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative, Jayne Welch
- co-ordinating the support provided to staff, pupils and parents by the school's SEND team of SEN Teaching Assistants, Emotional Literacy Support Assistants and Play Therapist.
- organising and running an Annual Review Meeting for pupils with an EHCP to ensure outcomes and provision are still appropriate and that all stakeholders have a clear picture of what is happening

Teaching Staff

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

Responsibilities include:

Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class.

Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teacher is responsible for the deployment of support staff within their classroom.

Teachers must ensure that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND.

They work with the SENCO to assess the needs of children with SEND.

Class teachers attend and contribute to planning meetings and reviews for their children with SEND

They make adjustments to the curriculum, planning and delivering interventions to meet the needs of children with SEND

Teachers meet with parents to inform them of their child's progress

They ensure that support staff and supply teachers are aware of the specific needs of pupils with SEND in their class

Support Staff and Early Years Practitioners (EYPs)

Support staff are responsible for:

- Ensuring that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND
 - Using their class teacher's procedure for giving feedback about pupils' progress on a timely basis
 - Delivering interventions or assessing children under the direction of the SENCO or class teacher
- Some Teaching Assistants specialise in SEND and may work one-to-one to support a pupil with an Education, Health and Care Plan (EHCP). This support is carefully managed to avoid over-dependence on an adult and to increase pupil independence. One-to-one teaching assistants are changed at least annually except in rare instances.

What kind of support could my child have?

The Special Educational Needs register is divided into four sections:

Wave 1 This refers to the quality first teaching available to every child, a differentiated, personalised curriculum which meets most children's needs. Wave 1 includes visual timetables, blinds at the windows, iPads, the interactive white boards and much more.

Wave 2 Interventions or support are put into place from within the school. Many of our staff have gained expertise in a range of learning differences and we strive to provide training and networking opportunities whenever possible. This wave could include Reading Stars, Sensory Circuits, ELSA (Emotional Literacy), Maths specialist interventions, Nessy Reading and Spelling, Touch Typing, etc.

Wave 3 Intervention at this level involves external services, such as a play therapist, or Speech and Language Therapist.

The fourth section of the register is for pupils who have an Education Health and Care Plan (EHCP).

NB EHCPs have replaced Statements of SEND.

The Special Educational Needs register is updated every term.

How will I know how my child is doing and how will you help me to support my child's learning?

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs, including the best ways of supporting them.

All parents/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

The class teacher, Head teacher and SENCo are available to meet to discuss any concerns which parents/carers may have in addition to the usual Parents' Evenings.

Attendance at parents/carers evenings, information evenings or Structured Conversations is very important. Children always make much better progress when they know that their parents/carers and the school are working together.

What if my child has medical needs?

If a pupil has a medical need then a detailed Health Care Plan is compiled in partnership with health care professionals, parents and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within

Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014

My child doesn't speak English as his first language. Is that like a special educational need?

Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be taught.

Although children for whom English is a second language are not seen as having Special Needs, the SENCo as well as the Class and Head Teachers monitor their progress. The structured teaching of reading and spelling in Learning Support Groups or teaching of English as an additional language by a specialist teacher is sometimes

appropriate. Visiting teachers from Multicultural Services are available to assess, advise and sometimes offer a block of weekly teaching sessions to pupils and can arrange assessments in the child's first language if necessary.

Complaints procedures

If a parent is concerned about the SEN provision for their child, initial contact should be made with the class teacher.

A meeting will be arranged, which may include the Headteacher and/ or SENCO, to discuss the concern. Parents can request an appointment with the Headteacher or SENCO directly.

Reading Information Advice and Support Service for SEND (www.readingiass.org) are available to support parents in meetings or simply advise.

Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Where else can I get help and advice?

- www.readingiass.org providing impartial support for parents of children with SEND (IASS stands for Information Advice & Support Services)
01189 373 421
- www.parentingspecialchildren.co.uk for diagnosis support, a sleep clinic, and parenting programmes for parents of children with ASC or ADHD and other special needs.
07876 275731
- www.autismberkshire.org.uk supporting anyone living with Autism and Asperger's Syndrome in Berkshire.
Daily helpline 01189 594 594
- www.autism.org.uk for the National Autistic Society, including their Parent to Parent Line
0800 9520 520
- www.rnib.org.uk The Royal National Institute for the blind supports everyone affected by sight loss. Their helpline operates Monday - Friday 8:45 -5:30 on
0303 123 9999
- www.dyslexiaaction.org.uk/get-help have advice and information around dyslexia
- www.dyspraxiafoundation.org.uk for support and information about dyspraxia
01462 455016
- www.iddtinternational.org The Independent Diabetes Trust offer great information for parents and schools regarding pupils with diabetes.
01604 622837
- www.adoptionuk.org offers support and information about adoption.
- www.braveheart.co.uk provides a blog with advice to children with Attachment and Trauma issues.

