

CAVERSHAM PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

January 2025

To be reviewed January 2026

SENDCo: 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.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential."

EYFS Sept 2014

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)
- The Therapeutic Thinking Initiative
- Restorative Practices
- 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 Safeguarding Policy
- Keeping Children Safe in Education (2023)
- The Accessibility Plan
- Teachers Standards (2022)

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 broad and balanced curriculum, which is adapted and relevant. We aim to be a fully inclusive school: *all* social and educational activities in the school are open to *all* children.

We are passionate about educating children to become successful, confident, responsible and caring citizens.

Caversham Primary is an inclusive school. We welcome and celebrate diversity, embracing high academic aspirations, while accepting individual differences in ability, aptitude and level of skills.

Pupils with SEND and their families are at the heart of every decision made about the provision we put in place to meet agreed outcomes.

Information is shared between parents, relevant staff and specialists to ensure a common approach, and progress is reviewed regularly.

The school is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share our commitment. We are also committed to embedding the principles of the Therapeutic Thinking Initiative.

We believe that good mental health ensures we can all reach our full potential, cope with the ups and downs of life and play a full part in our families, community, workplace and among friends.

At Caversham Primary all 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 affect 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.

13.6% of pupils in the UK receive SEN Support for a special educational need or disability, but no EHCP.

18% are *identified* as having a SEND and 4.8% of all pupils have an Education, Health and Care Plan (EHCP)

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

(20 June 2024, Gov.uk and The House of Commons Library)

Special Educational Needs and Disabilities 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 good mental health; 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 into account in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the local authority Admissions Policy. In accordance with the Education Act 1996 (Section 316), the school will admit a child with an 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 (iTrack). Teachers are encouraged to speak to the SENDCo about any concerns they have as they arise. Parents' concerns are usually shared with the class teacher, in the first instance, and then discussed with the SENDCo as appropriate.

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, we 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 and Reading, using NTS Assessments), by Rising Stars from 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 NHS Speech and Language Therapist, Ms Anna Arrowsmith; by an NHS Occupational Therapist (if the child has an EHCP); by an Educational Psychologist, Ms Netsai Gwata; or our

SENDCo, Ms Philippa Sutton, using the Reading Recovery Observation Survey or the York Assessment of Reading Comprehension (YARC), for example.

- **Plan:** Termly Pupil Progress meetings between the Co-Head Teacher, Deputy Headteacher, the SENDCo 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 SENDCo 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 the development of an action plan with achievable outcomes) can be arranged, where required, between parents, pupil, class teacher and SENDCo 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; differentiation of/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 SENDCo or 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 ADHD.

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 safeguarding (DBS) 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, adaptations, in-class scaffolding and support are provided, minimising the amount of Quality First teaching missed and ensuring inclusion.

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, SENDCo, 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) using a Banding System.

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.

Put simply, **all teachers are teachers of ALL children.**

The Governors

The Governors of the school, together with the Co-Head Teachers, 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 SENDCO, to quality assure that suitable provision is made for children with special educational needs.

Our SEND Governors are **Mrs Jayne Welch and Mr Ed Barnett-Ward.**

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

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

The Co-Headteachers

Our Co-Headteachers, **Mrs Jo Grover and Mrs Clare Jones-King**, have responsibility for the day-to-day leadership and management of all aspects of the school's work.

They have overall responsibility for the management of provision for children with special educational needs.

They keep the governing body fully informed and work closely with the SENDCo.

The SENDCo (Special Educational Needs & Disabilities Coordinator)

Our SENDCo is **Ms Philippa Sutton** (senco@cavershamprimary.reading.sch.uk).

The SENDCo must hold Qualified Teacher Status and hold the National Accreditation for SEN Coordination.

She works closely with all staff, the Co-Headteachers, parents and outside agencies, as well as the pupils, ensuring the best possible provision and outcomes for children with special educational needs and disabilities.

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 designated 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
- referring pupils for assessments or support to CAMHS (Children & Adolescents Mental Health Services) or CSPOA (Children's Single Point of Access)
- 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' representatives, Jayne Welch and Ed Barnett-Ward
- co-ordinating the support provided to staff, pupils and parents by the school's team of SEND Teaching Assistants, Emotional Literacy Practitioner and Play Therapist.
- organising and running Annual Review Meetings for pupils with an EHCP to ensure outcomes and provision are appropriate and that all stakeholders have a clear picture of what is happening, then sending the associated paperwork (reports, minutes, etc) to Brighter Futures for Children within ten days, who will then amend the EHCP if necessary.
- running and overseeing interventions, such as Sensory Circuits, Mindfulness Meditation, Lego Therapy, Lunch club, Drawing and Talking Therapy, amongst others
- assessing children or carrying out classroom behaviour observations
- co-creating Therapeutic Behaviour Plans and Individual Support Plans
- collating evidence to make an application for an EHC Needs Assessment, an EHCP or to support a clinical assessment for ASC or ADHD

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 adaptations. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

Teachers' 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 SENDCo to assess the needs of children with SEND.
- Class teachers attend and contribute to planning meetings and reviews for their pupils with SEND.
- They make adjustments to the curriculum, planning and delivering interventions and scaffolding to meet the needs of children with SEND.
- Class teachers write a Practitioner's Report as part of the Annual EHCP Review, which they must attend.
- Teachers meet with parents to inform them of their child's progress or to raise concerns.
- They ensure that support staff and supply teachers are aware of the specific needs of pupils with SEND in their class, completing a One Page Profile (OPP) for any pupil with additional needs.

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, and that they have read and understood a child's One Page Profile.
- Using their class teacher's procedure for giving feedback about pupils' progress in a timely fashion.
- Delivering interventions or assessing children under the direction of the SENDCo 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 unusual circumstances

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 broad, adapted curriculum which meets most children's needs. Wave 1 includes visual timetables, blinds at the windows, iPads with JoinMe to

mirror the whiteboard, the interactive white boards, use of concentration aids or ear defenders and movement breaks 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, ELP Support (Emotional Literacy), Maths specialist interventions (eg. Number Stacks), 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, Occupational Therapist, Physiotherapist, Educational Psychologist, Primary Mental Health Worker.

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

The Special Educational Needs register is updated three times a year.

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, Co-Head teachers and SENDCo 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, when appropriate, the pupil themselves. Staff who provide medicine administration complete training that is overseen by the School Nursing Team 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 an additional language are not seen as having Special Needs, the SENDCo as well as the Class and Co-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.

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 Co-Headteachers and/ or SENDCO, to discuss the concern. Parents can request an appointment with the Co- Headteachers or SENDCO 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.witherslackgroup.co.uk The Witherslack Group offer a wide range of events and resources to professionals and parents of pupils with SEND. Their range of SEN specific advice, resources and training is completely free!
- 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

What should I do if I think my child might have a Special Educational Need or Disability?

1. Arrange a meeting with your child's class teacher.
Outline your concerns.
Have they noticed any similar issues in class?
If so, what have they tried so far? What has the impact been?
2. If you or the Class Teacher need more guidance, a meeting with the school SENDCo, Ms Sutton can be arranged.
We will discuss your child's strengths and difficulties, as well as your concerns.
Ms Sutton will make suggestions to support your child in school and, perhaps, at home, too. These may include an intervention, some equipment or a referral to a specialist.
3. Sometimes, a Structured Conversation is arranged. This is a longer, well-structured meeting attended by you, your child, the class teacher and the SENDCo. This can be powerful for your child, as they understand that we are all working together and that their voice is important, too.
4. If a referral is required, for example to CAMHS (Children and Adolescents Mental Health Services) or to the Educational Psychologist, Ms Sutton will give you a referral form to complete or can sometimes make the referral for you.
5. When a specialist comes into school to consult with you, Ms Sutton can support you in that meeting, if you would find it helpful.
6. Once a plan of action has been agreed by all, the class teacher and SENDCo will put it in place. We will co-create a One Page Profile, so that any adult working with your child will understand their difficulties and know what works for them.
7. After about six weeks, we will review progress with you, looking at the impact of the provision and decide next steps.

You and your child are at the heart of any decisions made about your child's education.

Ms Sutton, SENDCo & Senior Mental Health Lead