



COTTINGHAM CROXBY PRIMARY SCHOOL



SEN Policy

EXECUTIVE HEADTEACHER: Mrs S Young

DEPUTY HEADTEACHER: Clare Neighbour

SENCO: Clare Neighbour

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1. Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of children with Special Educational Needs and Disabilities (SEND) at Cottingham Croxby Primary School.

Cottingham Croxby Primary School is committed to ensuring that the needs of all pupils will be addressed and that we provide them with a broad and balanced curriculum. When planning, teachers set suitable learning challenges, responding to each child's diverse learning needs and try to reduce barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in all curriculum and assessment activities.

The school's duties, policies and procedures regarding pupils with SEND adhere to the statutory guidance set out in the Special Educational Needs and Disabilities Code of Practice 2015 which relates to the Children and Families Act 2015.

2. Aims and objectives.

The school fully supports and implements the key principles as set out in the Special Educational Needs and Disabilities Code of Practice 2015 and therefore have regard to:

- the views, wishes and feelings of the child and the child's parents
- the importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

In order to adhere to these principles at Croxby we have the following aims and objectives:

Aims

- To ensure that special educational needs are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To provide appropriate and meaningful education, allowing full access to the National Curriculum for all pupils.
- To provide suitable programmes within the normal classroom situation appropriate to the child's SEN and to give a positive sense of achievement by prompting progress and success.
- To provide support for some children in the classroom using outside services and internal school staff.

Objectives

- All staff will be aware of their responsibilities towards pupils with special educational needs.
- Early identification of the special educational needs of individual children and providing appropriate learning objectives for these to be met.
- School to liaise with the necessary outside agencies, through clear expectations of all partners in the process

- Where possible, resources and training provided to support and inform staff.

3. Educational Inclusion

Linked with the SEND Code of Practice 2015, Cottingham Croxby Primary School endeavours to provide an inclusive environment. Inclusion means the greatest participation possible for all pupils in learning which leads to the highest possible achievement.

Inclusion is about securing opportunities for learning, assessment and qualifications to enable the full and effective participation of all pupils in the process of learning.

Through appropriate curricular provision we respect the fact that children:

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

Teachers ensure this by responding to the children's needs by:

- Providing help and support when needed, based on each specific need
- Developing children's understanding
- Planning for a child's full participation
- Using a range of strategies to meet specific learning needs
- Planning lessons which have clear objectives and are differentiated appropriately
- Using assessment to inform the next stage of learning

Student Passports

All children on the SEND register in school have a SEND Student Passport which provides relevant information about the child as well as information about the child's strengths, areas where they may need support and strategies for supporting them in school. They also include two targets for the upcoming term. These passports are written with the child's input and parents are invited to contribute to them as well if they wish.

4. Special Educational Needs and Disabilities

SEND Definitions

At Croxby School we define SEND using the following definition from the SEND Code of Practice 2015;

- 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.
- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Identification and assessment arrangements and provision for all pupils with SEN.

The Code of Practice recognises that children's needs and requirements fall into 4 broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory, and/or physical Needs

The SEND Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs and disabilities and are responsible for providing quality first teaching within the classroom.

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified.

The children on the SEND register are categorised in the following ways:

SEN Support

These are children who have a SEN or disability which is a barrier to their learning. They have a Student Passport and support is in place to enable them to access the curriculum. They may receive support from outside agencies as appropriate.

Education and Health Care Plan

These are children who need more support than is available through SEN support. They have EHC plans in place which are legal documents which identify educational, health and social needs and set out the additional support to meet those needs. These children also have Student Passports and may receive support from outside agencies.

Before putting a child on the SEN register the school has in place a Cause for Concern list.

This is a list of children who, while giving cause for concern in a particular area, will usually benefit and progress with effective classroom differentiation. Progress is monitored by the class teacher who will then judge whether the children is still a concern and needs to be placed on the SEND register or has made sufficient progress and is no longer a concern.

Special Needs Co-ordination and Process

Planned work to meet the child's needs is shown in Short Term Planning. Children who are a 'Cause for Concern' are regularly monitored and assessed by the class/set teachers and by the SENCO. If the child's needs are not fully met and they are struggling to access the curriculum, the child is placed on the SEN register at SEN Support level, following permission from parents and a Student Passport is drawn up in partnership with the child and class teacher. In some circumstances, children require outside agency support or specialist programmes additional to the current support programmes in school.

Children who are continuing to struggle to access the curriculum at SEN Support may then move to the EHC plan process. This process, or consideration for this, will involve outside agencies, in particular the Educational Psychologist and, where needed, any agencies from the medical or social care sectors. The requirements from the EHCP are met using funding from within the school budget.

A whole school approach is crucial in developing an effective framework for Special Needs. Regular meetings dealing with Special Needs issues, ensures Passports are relevant and consistent, and that regular reviews take place.

5. Roles within SEND provision

The role of the SENCo.

The Special Educational Needs Co-ordinator is Mrs Clare Neighbour who has gained the National Award for SENCOs. Her Special Educational Needs duties include the following:

- Managing the day to day operation of the policy
- Co-ordinating the provision for and managing the responses to children's special educational needs.
- Supporting and advising colleagues in issues relating to SEND,
- Maintaining the school's SEND records (preparation of Passports, reviews with staff).
- Contributing to and managing the records of all children with Special Educational Needs
- Acting as a link with parents, where necessary informing parents of the fact that provision has been made for their child.
- Acting as a link with external agencies and other support agencies
- Managing a range of resources, human and material, linked to children with SEND, (the organisation of the SEND timetable).
- Attending courses relevant to the development of the role and feedback relevant information.

Mrs D Ramsden is an Inclusion Manager who supports the SENCO in her role. Her duties include the following:

- Performing administrative tasks such as ensuring the SEN register is up-to-date, ensuring children's SEN records are up-to-date etc.
- Testing children in Reading, Spelling and Mathematics.
- Running specific SEN groups e.g. Lexia, Typing, Social Groups
- Attending some SEN meetings to take the minutes.
- Overseeing and taking children for Precision Teaching.
- Working with children in the role as an ELSA.

Mrs H Anholm is an Inclusion Manager who supports the SENCO in her role. Her duties include the following:

- Working with children in the role as an ELSA.
- Supporting children with behavioural difficulties.
- Leading ASD provision within school.
- Supporting staff and parents in all aspects of SEN.

The Role of the Class Teacher

The Code of Practice 2015 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupils to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Passports for SEN pupils
- Working with SEND pupils on a daily basis to deliver the individual support/needs set out in the Passport.
- Developing constructive relationships with parents of all children including those with SEND.
- Being involved in the development of SEND within the school.

The Role of the Headteacher

The Head teacher is Mrs H Atkinson.

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEND within the school
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The role of the Governing Body

The Governor responsible for SEND is Mrs Rebecca Akam

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

6. Allocation of resources

The SENCO, with the Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

Specific resources.

The school has a wide range of resources available to all children including those with SEND. These include practical resources such as pencil grips, sensory cushions, squeeze toys, attention timers and sloping boards. They also include resources for interventions such as computer programmes (e.g. Lexia, RM

Maths, Essential Memory Spelling) and books (e.g. Toe by Toe, Plus 1/Power of 2). These resources are stored in a cupboard near the library area and there is a comprehensive record of what is available for staff to use. In some cases where outside professionals are involved with a child, other resources may be recommended or provided for certain children.

Provision has been made for physical needs at Cottingham Croxby Primary School. The school has been altered to ensure easy access into and around the school, this includes widened doors to enable easy access for wheel chair users. The school has an 'easy accessible' toilet with emergency pull cord in the main school and in the Year 5/6 block.

Each classroom has been equipped with a hearing loop and lower light fittings.

7. Parent Partnership

As a school, we welcome parental involvement and we always keep parents/carers involved at all stages of a child's education including those on the SEND register. We always welcome information from the parents, as they have a unique insight and understanding of their child. The school has developed closer working partnerships with parents of pupils with SEND.

Before a child is added to the SEND register, the class teacher will have discussed their concerns with the parents and the parents will have signed a form to say that they are aware that their child has been added to the register. Termly meetings are offered to the parents/carers of all pupils with SEND. These meetings are an opportunity to discuss progress towards IEP targets and to give parents the opportunity to express any concerns or queries they may have. If a child requires or has an EHCP and it is due to be reviewed the parents will be invited to all stages.

Parents are also encouraged to be involved in the creation of their child's SEND Student Passport. Once the passport has been created by the child and their teacher, a copy is sent home and parents are encourage to comment on and add to their child's passport if they wish.

At Cottingham Croxby Primary School we also offer an open door policy, parents are encouraged to seek advice and support by the SENCO and relevant teaching staff as required. Mrs Anholm, one of the school's Inclusion Managers, is also on hand at the start of each day to speak to any parents who may need advice and support. The school strives to maintain a close partnership with the parents in order to facilitate maximum opportunities for learning.

Finally if any outside agency is needed to work with/assess a child, parental permission will be sought first.

Complaints procedure about special education provision within the school

Although we endeavour to make sure that our parents feel happy, supported and that their child is receiving all opportunities, if there was a problem our procedure is as follows. We would hope that complaints would go to the class teacher, then to the SENCO who would discuss the difficulty with the Headteacher. If necessary, the Headteacher in turn would, via the SEND Governor, take anything that was necessary to the governing body as a whole.

8. Pupil Participation

The child's involvement in the SEND process is one of the key principles of the new SEND Code of Practice 2015. Section 1.1 states that regard must be shown for:

- the views, wishes and feelings of the child or young person, and the child's parents.
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

At Croxby, we support these values and actively involve all children, including those with SEND, in their own education and learning where possible. One way in which we do this is that the SEND Student Passports are written by the child in conjunction with their class teacher in order for them to develop ownership of the document. The passport contains sections for the children to be involved in setting their own targets and reminders about what they can do to help themselves.

9. Links with Support Services

In order to help children as fully as possible we have links with various outside support services who support us with individual children as required. These include services such as; Educational Psychologist, Speech and Language Therapy Service, Integrated Sensory Support Service, Northcott Outreach Service, Occupational Health, Physiotherapy Service and Language support (for pupils with English as an additional language).

Lucy Pugh, our allocated Educational Psychologist has regular meetings with the SENCO, where support, strategies and assessments of children are agreed. Mrs Pugh also provides support for the SENCO as required.

The school also works in partnership with the Health Service, the Social Services department and the Educational Welfare Services as necessary.

10. Monitoring and evaluation

Children are assessed on a number of levels. As with all children in school, children on the SEND register are included within the whole school target-setting and assessment process and are expected to work at their age appropriate stage where possible. It may be suitable for access arrangements to be used to enable some children with SEND to access the statutory and non-statutory assessment processes used in school.

Where necessary, P Scales are used to assess children working below the Year 1 National Curriculum; this allows progress to be shown and made.

Assessments are made both before, during and after a child is on the SEND register to ensure the provision for the child is appropriate. See Appendix 1 for more assessment information before a child is placed on the SEND register.

Monitoring and Reviewing Student Passports

Pupils with Student Passports are continually 'under review' and are encouraged to be used as a working document. At Croxby all Passports are evaluated termly by the child with their class teacher.

The SENCO and Headteacher track the progress and attainment of children on the SEND register. From this they are able to review strategies, support and interventions being used and decide if they are still appropriate.

11. Transfer of information.

Transfer to Secondary Schools

For children on the SEND register we ensure that we pass on every piece of relevant information. This is usually done by liaising with each Secondary School, through discussion with the SENCO and any other relevant personnel. All SEN records are transferred to the relevant Secondary Schools at the end of Year 6.

Transfer to other schools.

If for any reason children on the SEND register transfer to another school we would ensure that all SEND information is transferred with other relevant information. If necessary we would phone and discuss any pertinent information with the new school's SENCO.

Admission Arrangements

All children are admitted at the beginning of the academic year in which they are five as the school has an Early Years Admissions Policy in accordance with the LEA admissions procedure.

If a child is identified as having SEND prior to entering school then before the child starts at Cottingham Croxby School, the SENCO will coordinate suitable transition procedures and provision for the child as identified through consultation with parents, external agencies, pre-school settings etc. and in line with any EHCPs in place.

If a child is identified as displaying traits of SEND once at school then the procedures set out for the rest of the school will come into force.

12. SEND Information Report.

As in accordance with the new SEND Code of Practice 2015 the school's website includes a copy of the school's SEND Information Report. The report is based on a format provided by the LA and provides information about the school's provision and arrangements for supporting children with SEND. It contains a link to the East Riding's Local Offer which provides information on all provisions and services provided for children with SEND within the local authority.

Reviewed: Spring 2016

Reviewed by Mrs C Neighbour

Reviewed: Spring 2013

Reviewed by Mrs C Neighbour

Reviewed: Spring 2010

Reviewed by: Miss K Miller

Reviewed: Spring 2008

Reviewed by: Miss K Miller

Appendix 1

Further information about the school's policies for identification, assessment and provision for all pupils with SEN

SEN Support

The triggers for intervention through SEN Support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Assessment tools may be:

- Screening/diagnostic tests
- Reports or observations
- Records from other schools etc
- Information from parents
- National Curriculum Results
- External tests
- Pupil portfolios

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The teacher and the SENCO should consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child through SEN Support the class teacher together with the SENCO should collect all the available information about the child and seek additional information from the parents. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have already been working with the school staff, the SENCO should contact them.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequent reviewing the action taken.

In some cases external support services, both those provided by the LEA and by outside agencies, may be requested if a child requires further support. They may advise teachers about suitable targets, provide

more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support to schools will vary according to local policies. External support may be sought if a child;

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Student Passport and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialist, for example educational psychologist may be required for this.

The SENCO and class teacher, together with curriculum, literacy and numeracy co-ordinators and external specialists, should provide a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professional may considerably reduce the child's special educational needs

The resulting new Passport for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Passport continues to be the responsibility of the class teacher.

Class teachers have the responsibility for continuous assessment of their pupils and should have regard for the triggers which, the school uses for the initial indications of concern.

Parents are involved and informed at all stages of provision of their child's special education.