



SEND Policy

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Chesterton Primary School Special Educational Needs Policy

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1. Definition of Special Educational Needs and Disabilities.

The Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for peers of the same age in mainstream schools or in mainstream post-16 institutions.

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

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

What is the local authority offer?

- The Children and Families Act 2014 states that Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for children and families. It is also an important resource for parents in understanding the range of services and provision in an area.
- Information about the Cambridgeshire Local Offer can be accessed at:
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

As of 2014 a new SEN Code of Practice came into force to accompany new legislation in the Children and families Act 2014. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Cambridgeshire's SEND Local Offer website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SEND is identified under four categories:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

In practice children often have needs that cut across all these areas and these needs may change over time.

For further information on SEND at Chesterton please see the school SEND Information Report at www.chestertonprimary.org or contact the school on admin@chestertonprimary.org

For further information on medical conditions, please see the school Supporting Pupils at School with Medical Conditions Policy at www.chestertonprimary.org or contact the school on admin@chestertonprimary.org

2. Mission statement

Learning, Growing, Achieving Together!

At Chesterton Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

3. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher which will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures, practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy (SaLT), Children and Adolescent Mental Health Service (CAMHS), Occupational Therapy, Physio Therapy, Specialist Teachers.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground and lunch hall.

4. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Richard Martin (Interim Head teacher)

The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo; Marcos Ioannou

5. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Chesterton Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles,
- Targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Assess, Plan, Do, Review cycle.
- Information available through Cambridgeshire's SEND Local Offer
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

6. Admission arrangements

Please refer to the information contained in our school prospectus and Admission Policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

7. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

8. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

9. Allocation of resources for pupils with SEND

All pupils with SEND will have access to additional support from the school's budget which equates to up to £6,000. The allocation of these additional resources are planned and prioritised in the school's provision map. For those with the most complex needs, additional funding may be provided by the Local Authority as part of an Education, Health and Care Plan.

10. The Graduated approach

The graduated approach covers all ages and stages of education (nursery, school and post-16).

Waves of Intervention

Some Local Authorities use a system known as 'Waves of Intervention'. Additional support for children with special educational needs is expected to be delivered through in three successive levels or 'waves'.

Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.

Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

11. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

Teachers to use Pupil Referral document if any concerns of children are raised and share this with the SENDCo to discuss strategies.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's consultations.
- i) Parent's consultations are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. We follow a four-part cycle of support known as the graduated approach.

The support provided consists of the following four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - How are children with SEND identified and assessed?

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate.

At Chesterton Primary School children are identified as having SEND through a variety of ways including:

- Liaison with the previous educational setting
- Class teacher observation and assessment play a central role in the identification of Special Educational Needs. The usual assessments of the whole class carried out by the class teacher are key to this. These are backed up by a variety of more formal assessments, including assessment grids in each child's formal monitoring (Target Tracker), Foundation Stage Profile, Statutory Assessment (Years 2 and 6), Phonics Screening Check (Year One)
- Tracking information through Strategic Impact Meetings (SIM) between teachers and Head Teacher - is the child performing below expected levels?
- School-based assessments and screenings carried out by the class teacher, teaching assistant or other school staff as appropriate
- Concerns raised by parents/carers
- Concerns raised by the class teacher or other school staff
- Concerns raised by the child
- Liaison with external agencies
- Diagnosis by health professionals

- Where children have more complex needs or need referrals to particular external agencies, those needs are assessed in detail using an Early Help Assessment (EHA).

Plan – How does the school plan its provision for children with SEND?

- Each class has a Provision Map which outlines additional provision for all children, including those with SEND. These are planned by the class teacher in liaison with the SENDCo and the Head Teacher following half-termly SIMs Meetings. (A SIM is where each teacher has a meeting with the Head Teacher to review the progress of each child in their class). The SENDCo has a half-termly meeting with each class teacher to review, support planning, and decide on appropriate provision. These plans are reviewed and revised on a half-termly basis or more regularly when necessary. Provision maps provide the following information:

The assessment carried out with the child and the results of that assessment

- The short-term steps targets set for or by the child
- The provision to be put in place
- Any specific teaching programmes and/or strategies to be used as appropriate
- The interim progress and final assessment of the child
- When the plan is to be reviewed
- All targets are designed to accelerate learning and/or close any gap with their peers as appropriate
- Children with EHC Plans will have an Individual Education Plan (IEP). These are reviewed termly in meetings with parents and class teachers and the SENDCo. These meetings review targets and plan provision to meet new targets that are set. The progress of children with an EHCP will also be formally reviewed at an Annual Review with all adults involved in your child's education
- IEPs may also be used for children who do not have an EHC Plan if it is felt that it will support planning for their learning

Do - What are the different types of support available for children with SEND in our school?

- High quality class teacher input through differentiated and targeted classroom teaching
- Specific Interventions or small group/ individual work taught by the class teacher, a teaching assistant, or other designated member of staff. Examples of current programmes are:
 - Literacy- CLLD Phonics, Inference, Write Away
 - Numeracy- Numicon, CLIC
 - Communication - Spirals
 - Social and Emotional- Lego Therapy
 - Sensory/Physical- Sensory Circuits
- Specialist work from outside local authority agencies, including support from the Specialist Teaching Team and Educational Psychology Services and Early Support (under 5s) as well as support from Speech and Language and the hearing impaired and visually impaired services
- Specified Individual support through Educational and Healthcare Plans supported by the STAT team
- How will we support your child's emotional and social development?

- All children are supported in their emotional and social development through our curriculum for PSHE (Personal, Social and Health Education)
- Examples of *additional* support given where children have additional needs or specific difficulties support are:
- Ollie and his Superpower sessions (children without SEND also access this work when appropriate)
- Small group/individual social emotional and behaviour support including Lego therapy, resilience and anger management work

Review – How does the school monitor the progress of and evaluate the effectiveness of provision for children with SEND ?

The ongoing process of planning and doing outlined above incorporates a thorough review of the effectiveness of the provision put in place. The assessment processes outlined in “Assess” above provide essential information to inform this. The key measure of whether provision is effective is whether the child is making good progress.

Good progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child’s previous rate of progress
- Achieves appropriately challenging “next steps” in learning
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child’s behaviour

Where provision is not leading to good progress, changes in what is being planned for the child will be made. Further advice may also be sought, for example from the Specialist Teaching Team or Educational Psychologist. Where a child has a Early Help Assessment (EHA) in place their needs are reviewed and new targets set in Team Around the Family (TAF meetings) between relevant professionals and parents.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/>

or by speaking to the School on:

01223 728404

or by contacting the Parent Partnership Service on:

01223 699214

www.cambridgeshire.gov.uk/pps

Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

12. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

13. Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

14. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

16. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 12).

17. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

18. Working in partnerships with parents

Chesterton Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

19. Links with other schools

The school works in partnership with the other schools in the family as well as the Local Area Special Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

20. Links with other agencies and voluntary organisations

Chesterton Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The following are key outside agencies that Chesterton School regularly works with:


- Cambridgeshire Education Psychology Service
- Specialist Support Services
- Speech and Language Service
- Occupational Therapy Services
- Physiotherapy Services
- Community Paediatrician
- National Autistic Society Outreach Worker
- Early Support Services
- The Cambridge Area Locality Team
- The Cambridge Children's Centre

- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

21. Monitor and Review

The Governing Body of Chesterton School is responsible for monitoring the day to day implementation of this and other SEND policies. The Governing Body will review this policy annually.

Signed: _Richard Martin_____  **(Interim Head Teacher)**

Date: 15.06.2021_____

This policy will be reviewed annually.

Appendix
Glossary of Terms

ADHD – Attention Deficit Hyperactivity Disorder

ASD- Autistic Spectrum Disorder

APDR – Assess, Plan, Do, Review document used by teachers detailing all the extra targeted provision for children in their class.

DART meetings-Dedicated Assessment Review Time. These are meetings between class teachers and children to set targets each term.

EHA -Early Help Assessment- This form is used to state the strengths and needs of children and is used to make sure those needs are met.

EHC Plan- Educational Healthcare Plan. These replace the current Statements of Special Educational Needs.

Provision Map- this is plan drawn up by the class teacher detailing all the extra targeted provision for children in their class.

SEMH – Social, Emotional and Mental Health

SENDCo- Special Educational Needs and Disability Coordinator

SEND- Special Educational Needs and Disability

SEND Register – Special Educational Needs and Disabilities Register. This is an up to date list of all children whose needs are such that they need Special Educational Needs Support.

SAT Team - Statutory Assessment Team. This is the Team that coordinates work for children with Educational Healthcare Plans

STEPS - These are documents that state what a child needs to be able to do in each year group at each of the Target Tracker Bands

TA – Teaching Assistant

Useful websites for parents and carers of children with SEND

Type of information

SEN and Disability and the SEND Code of Practice 2014

Speech language and Communication Difficulties

Autism Spectrum

Specific Learning Difficulties including Dyslexia

Sensory Impairment

Early Support

Website

www.nasen.org.uk

www.thecommunicationtrust.org.uk

www.autismeducationtrust.org.uk

www.thedyslexia-spldtrust.org.uk

www.natsip.org.uk

www.ncb.org.uk/what-we-do/together-we-deliver-better-childhood/focusing-early-years