



Growing, Learning, Achieving Together

SEND Policy

The School's Christian Vision Statement

"Let your light shine" **Matthew 5:16** is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith.

Enabling us to grow, learn and achieve together

Review Date: November 2020

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- **Growing** in confidence, faith, personal awareness and ability
- **Learning** in creative, fun, technologically assisted and investigative ways
- **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (December 2014)
- Child Protection Policy
- Accessibility Plan
- Teachers Standards (2012)

Special Educational Needs Coordinator (SENCo) Information

At Cold Harbour our SENCo is Sarah Ross. She is a qualified teacher and is undertaking the National Award for Special Educational Needs Coordination. The SENCo is a member of the Senior Leadership Team.

Aims

We are committed to the success of all of our children and the development of the whole child. We are inclusive of all in the school community. The school is a place where everyone respects each other, everyone feels valued and a full range of success is celebrated.

We aim to:

- Ensure that the arrangements made for pupils with SEND are in line with statutory requirements.
- Enable every pupil to join with, and contribute fully to, the life of our school.
- Provide a curriculum and learning environment that meets the individual needs of each child, which helps all children achieve their potential.
- Provide support and advice for all staff working with SEND pupils.

Types of Need

We use the four broad areas of need (SEND CoP, 2014) as a means of identifying what action we need to take, not to categorise a pupil. These areas are:

- **Communication and Interaction** – Pupils with this need 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 the social rules of communication. Pupils with this need include those with: speech and language delay, impairments and disorders, hearing impairment and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – Pupils with this need learn at a slower pace than their peers, even with appropriate differentiation. Pupils with this need include those who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.
- **Social, Emotional and Mental Health difficulties** – Pupils with this need may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include a lack of concentration, becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Sensory and/or Physical needs** – Pupils with this need require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are other factors which may impact on a pupil's progress and attainment, but are not SEND.

- Disability (after following our duty for 'reasonable adjustment' as outlined in the SEND CoP, 2014)
- Attendance and punctuality
- Health and welfare
- Limitations in English as an additional language
- Identification of entitlement to 'Pupil Premium'
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour which is not a response to an underlying need

A Graduated Approach to SEND Support

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as not making adequate progress despite receiving quality first teaching and appropriate interventions and adjustments.

Inadequate progress can be characterised as progress which:

- Is significantly slower than their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Assessment could be through:

- Teacher observation
- Teacher assessment
- Pupil progress interviews
- Screening or assessment tools
- Informational passed on from previous schools or agencies supporting the pupil and/or their family
- Information from parents

The class teacher will discuss their concerns with their team leader in pupil progress interviews and with the SENCo. The SENCo will work with the staff involved to decide on any action that needs to be taken.

Through our established routine of parent consultations (meetings in the Autumn and Spring terms and a detailed written report in the Summer term) we inform parents of their child's progress. We will inform a parent when we feel that their child may have a special educational need that requires provision that is **additional to** or **different from** the school's usual differentiated curriculum and strategies.

Our provision is mapped across the school to include:

Quality First Teaching

Additional intervention and different support cannot compensate for a lack of differentiated quality first teaching for any SEND pupil. We expect our quality first teaching to provide:

- Tightly planned progression reflecting strong subject knowledge
- High expectations for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and scaffolding
- Precise feedback – both written and verbal
- Use of regular and authentic praise to engage and motivate pupils

The quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, book scrutiny and pupil progress interviews. Professional development opportunities are provided for staff to extend their knowledge and understanding of quality first teaching and SEND.

Catch up intervention / Individualised Programmes

When a pupil's need requires additional or different personalised approaches to those provided by our quality first teaching we may support them through:

- Small group intervention programmes led by class teachers, HLTAs, Learning Mentors, Language Assistants or Teaching Assistants
- 1:1 focussed support programmes led by class teachers, HLTAs, Learning Mentors or Teaching Assistants
- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of Teaching Assistants
- Specialist equipment and resources
- Signing and assisted communication
- Specialist intervention programmes
- Social skills programmes
- Emotional support programmes
- Liaison with external agencies and professionals already involved with the pupil
- Seeking support and involvement from external agencies and professionals

A graduated approach allows us as a school to follow the process of Assess – Plan – Do – Review, as outlined in the SEND CoP (2014).

The SEND Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the SEND Register and identify their areas of need. The SENCo is responsible for keeping the register up-to-date. A pupil is placed on our register if they require support in one or more of the four broad areas of need that is **additional to** and **different from** the majority of their peers. Pupils placed on the register can be characterised as:

- A pupil who is not making adequate progress (see **A Graduated Approach to SEND Support** paragraph)
- A pupil with a medical diagnosis of a condition that requires them to have additional support in order for them to access the same educational provision as their peers and/or this support is required in order for them to make adequate progress.
- A pupil who requires group and/or 1:1 support from our Learning Mentors to support Social, Emotional and Mental Health difficulties (see **Types of Need**).

All pupils have educational targets set regularly. If the class teacher and SENCo feel that a pupil needs additional support to address their specific Special Educational Needs then they may be given an Individual Education Plan (IEP)

An IEP will set Learning Outcomes for the child. The outcomes should be based on collaboration between all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENCo). Any specialised assessments from external agencies and professionals will also inform the IEP outcome setting process. Staff work hard to ensure that the outcomes are:

- Specific
- Measureable
- Achievable
- Relevant
- Time limited

A long term outcome(s) for the additional support will be agreed in June of each school year. The outcomes will be achieved through a series of smaller progressive outcomes that will be reviewed at least three times a year (termly) or more frequently as appropriate to reflect the ongoing assessment of a pupil's progress. All of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENCo) should be involved in the review process.

Criteria for exiting the SEND Register

If it is felt that a pupil is making sustainable progress, which does not require additional or different forms of support to maintain, they may be taken off the SEND register. If this is the case, the views of all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENCo) will be sought, as well as any other professional involved with the pupil. If it is agreed to take the pupil off the register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be monitored through our assessment cycle (including pupil progress interviews) and pastoral support network (weekly pupil clinics within team meetings and Learning Mentors). If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Specialist External Agencies and Professionals

A pupil's parent will always be involved in any decision to involve specialists.

We work with specialist agencies via the Local Authority, NHS and independent professionals. When a pupil continues to make less than expected progress, despite support and interventions, or he/she experiences unexpected difficulties in their Social, Emotional or Mental Health, we will consider involving specialists.

As appropriate, we will employ independent specialists, to undertake additional assessment work to enable us to provide more personalised programmes of support.

The involvement of specialists and what was discussed and agreed will be recorded in a pupil's SEND file. Discussions and agreements will be shared with parents and teaching staff supporting the child.

Education Health Care Plan

Where, despite relevant action to meet the special needs of a pupil, the pupil does not make the expected progress, we will consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. Any request will be made in consultation with parents and any external agencies supporting the education of the pupil.

During the course of an EHC needs assessment, the Local Authority must gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and provision that may be required to meet the identified needs and achieve the desired outcomes. The school will co-operate with the Local Authority in this by providing the education advice and information requested. This process will be managed by the SENCo.

Supporting Pupils and Families

Accessing Assessments

Class Teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's need means that they are unable to access standardised tests then the SENCo will liaise with the Class Teacher to consider the pupil's eligibility for access arrangements.

The Local Offer

As part of the SEND CoP (2014), local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer for Milton Keynes can be found at:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

A SEN Information Report on what our school offers in terms of support for children with Special Educational Needs is located on the school's website under the *Parents – Special Educational Needs* section.

Medical Conditions

Coldharbour School recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Some may also have SEND and may have a Statement or EHC plan which brings together health and social care needs, as well as their special educational provision. In these cases the SEND Code of Practice (2014) is followed. We have a policy for Supporting Pupils at School with Medical Conditions.

Transitions

When pupils transfer between year groups and key stages:

- Transition days are held in the summer term for all pupils. A SEND pupil may visit their new class teacher before the transition day to reduce anxiety.
- A transition booklet may be provided to support pupils in moving classes and to reduce their anxiety over the summer holidays.

When pupils transfer to a new primary school:

- A Learning Mentor will speak to the new school about a pupil's attainment and needs. The SENCo may contact the new school to discuss a pupil with more complex needs.
- Records, including any IEPs or specialist reports are sent in a timely fashion.

When pupils transfer to secondary schools:

- The SENCo meets with SEN staff from local secondary settings to discuss and plan for SEND pupils transferring. The SENCo completes transfer paperwork for pupils transferring to other secondary schools and will speak to SEND staff as necessary.

A transition programme operates for most secondary schools for new Year 7 pupils. We support these programmes by sending staff when appropriate to support pupils on visits to the new school and we facilitate visits from secondary colleagues to observe and work with pupils in our setting.

Monitoring and Evaluation of SEND

The quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, book scrutiny and pupil progress interviews. The progress of pupils with SEND is monitored and measured by the SENCo through termly data analysis. When we

assess our provision in need of development, we seek external agency support for either direct work with a pupil or for staff training. The school is constantly striving to improve its provision for all pupils through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the schools.

Funding

We use our notional SEND budget to provide high quality appropriate support as outlined in this policy and in our SEN Information Report (located on the school website under the *Parents – Special Educational Needs* section). If we feel that a pupil requires additional provision to meet their needs, which exceeds the nationally prescribed per pupil per year funding threshold, we will apply to the Local Authority for 'top-up funding'. If additional funding is required, this may be an indicator that we need to consider requesting an Education, Health and Care needs assessment by the Local Authority.

Staff Training

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development. All new teachers and support staff meet with the SENCo to gain an understanding of the systems and structures in place around school and the SEND provision and practice. This meeting may also include a briefing on the needs of individual pupils. Staff training needs will be discussed at this stage and all staff will be made aware of appropriate training opportunities for their role.

The SENCo attends any locality network meetings and training opportunities in order to keep up-to-date with local and national updates in SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The **Executive Headteacher, Head of School** and **SENCo** ensure that the school's provision for pupils with SEN is met and pupils' progress is evaluated on a regular basis. The SENCo meets with the Head of School and Learning Mentors on a regular basis to discuss programmes of support and individual needs.

The **Learning Mentors** provide specialist support for pupils with Social, Emotional or Mental Health needs. They liaise directly with any external social care services supporting the child or their family. The Learning Mentors provide assessments for, and attendance at multi-agency meetings as necessary.

The **SEND Governor** monitors and evaluates provision and reports to the governing body. The SEND Governor is Andrew Prince.

Class teachers provide a planned curriculum that meets the needs of all the pupils in their care. They monitor and evaluate all pupils' progress and set future targets for them. They report to the SENCo any child that may be causing concern and are responsible for reviewing and updating pupils' IEPs on a regular basis.

Teaching Assistants (including HLTAs and TAs) provide specified support and carry out planned programmes of work according to pupils' IEPs.

The Operational Safeguarding Designated Lead is Ronnie Roswello, Learning Mentor.

The Designated Teacher for Looked After Children is Rob Morley Smith, Head of School.

Midday supervisors and other ancillary staff are made aware of pupils who may require more support by the pupil's class teacher. The class teacher provides these members of staff with strategies to support the pupil at lunch time as necessary.

Storing and Managing Information

Documents relating to pupils on the SEND register are stored in their SEND file in a cabinet in the SENCo office. The cabinet, and room in which it is situated, is locked overnight. SEND records will be passed on to a pupil's next setting when he/she leaves the school. Electronic information is stored on a confidential drive, which has restricted access.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act (2001), places a duty on all schools to increase – over time – the accessibility of schools for disabled pupils and to implement their plans.

Complaints

We are always happy to talk to parents and listen to any concerns they may have. We encourage parents to speak to their child's class teacher or to the SENCo. We will always do our best to respond to the concerns raised with us. We follow the Department for Education (DfE) guidelines on complaints.

Bullying

The school is a place where everyone respects each other, everyone feels valued and we strive to make everyone feel safe. We have an Anti-Bullying Policy, which concerns the welfare of any pupil. A copy of this policy is available from either of the school offices.

SEND Policy Review

This policy will be reviewed on an annual basis.

This policy will be reviewed in November **2020**.

Useful Information

School policies can be found at:

<https://www.coldharbourschool.org.uk/policies/>

Information on SEND provision in Milton Keynes Local Authority can be found at:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

Statutory SEND guidance can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>