



SEND Policy

Title:	SEND Policy
Status:	
Date:	January 2018
Adopted on:	
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Review Date:	September 2019

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PREAMBLE

Cranham is a Church of England Primary School. We are all exceptionally proud of our school and are confident that we provide a vibrant and stimulating learning environment in which all pupils of all abilities can thrive, founded on a strong Christian ethos.

We want all our pupils to experience flourishing in everything that they do in belonging to the school family. We aspire for them to maximise their full potential and for each pupil to achieve the best they can.

Legislative framework:

Cranham Church of England Primary School SEND policy is for young people with special educational needs or disabilities and is governed and written to comply with the statutory frameworks and policies. This policy will have due regard to legislation, including, but not limited to:

- SEND Code of Practice 2014
- 2014 Children and Families Act (Part 3 – which sets out schools' responsibilities for pupils with SEN and disabilities.)
- Keeping Children Safe in Education 2014
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989 and 2004
- Education Act 1996

Safeguarding

All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being victims of child abuse. Any concerns raised may lead to consideration of the concern under safeguarding or child protection procedures.

Headlines from September 2014 Code of Practice

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

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- There are four broad categories of SEN:
- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

DEFINITION OF SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

INTRODUCTION

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need learning **additional to and different from** what is provided for the majority of children; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Cranham Church of England Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

Pupils have special educational needs if they have a difficulty which calls for special educational provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Cranham Church of England Primary School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

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

The staff and governors of Cranham Church of England Primary School will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of the school community in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

ROLES AND RESPONSIBILITIES

The Role of the SENCo

The SENCO is Mrs A Nolan.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

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- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

As an integral part of SEND provision we will aim:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences flourishing and success in their learning and achieves to the highest possible standard they can;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that the SENCO maintains a confidential register of all pupils with special educational needs

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- To ensure that there is a smooth transition at each stage of education for pupils.

THE KINDS OF SEN THAT ARE PROVIDED FOR

Single Category of SEN – Special Education Needs Support (SENS)

The new Code of Practice 2014 identifies difficulties from the following SEND categories

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Cognition and Learning Needs include:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global developmental delay

Social, Emotional and Mental Health needs include:

- ADHD, ADD, Attachment disorders, emotional difficulties, mental health difficulties

Sensory and physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).
- Medical Needs
- Epilepsy
- Bowel disorders
- Diabetes

IDENTIFICATION, ASSESSMENT AND PROVISION OF SEND

Cranham Church of England Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all SEND pupils and ensure that parents/carers are informed by the school that SEND provision is being made for their child and are fully involved.

Graduated response

Cranham Church of England School will adopt a graduated response to providing special educational needs. This means that we will initially use

classroom and school resources before bringing in specialist expertise. The school process for this is intervene as described below. Our explicit aim is to support Cranham pupils and parents and to match special educational provision to the needs of the individual child.

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used (Class Provision Overview). Special Educational Needs will be identified through this school process.

Identifying children at SENS (SEN Support)

When a pupil is identified as needing the provision of **additional or different** lessons provided as part of normal class activities involving Quality First Teaching it will trigger the intervention of the SENCo. A referral form will be completed by the class teacher and sent to the SENCo. It will indicate and explain the reasons for the need for , further additional support using class records as supporting evidence. It will indicate that the child despite receiving differentiated learning opportunities demonstrates some of the following attributes.

The child is:

- Making little or less than expected progress given their age and individual circumstances even when teaching approaches have been targeted to a young person's identified area of concern. This may be characterised by progress which is:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment or progress in some curriculum areas;
- Presents persistent emotional difficulties which are not effectively minimised by the approaches used by the school resulting in expert advice being required;
- 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
- Makes slow progress in developing literacy and mathematics skills;

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- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The SENCo may organise for further assessments to be completed by the child but support for them will be discussed with parents and if required, action taken. The school does not offer diagnosis or complete assessments needing to be completed by an expert – e.g. formal assessments for dyslexia, ASD, ADHD. Parents are advised to contact their GP or an appropriate body in these circumstances but the school may recommend that they be placed on the Register and receive a My Plan.

As the result of the My Plan review meeting the decision may be taken by the Inclusion Team, in consultation with the parents/carers and young person, to involve external support agencies.

These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may carry out more specialist assessments that will better inform the planning and assessment of the young person's progress. In some cases they will provide the support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- 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 young people in their peer group.

Working with Parents and Children

We aim to provide clear and supportive relationships with all of our parents and believe the support that parents provide both at home and school is crucial to the ongoing progress of their child. If a child is experiencing difficulties as noticed in school, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to any parent to learn that their child is being identified as having SEN.

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Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that the school believes their child should be placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of **'Assess, Plan, Do, Review'** required in the Code of Practice 2014. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

We hope these effective arrangement will mean that parents are satisfied with provision but should you have concerns please come into school to discuss them as worries can quickly be alleviated by such discussions. If however, a parent/ carer wishes to make a complaint about SEN provision it should first be raised with the school through its Complaints Policy. If the issue cannot be resolved, then the complaint must be referred to the Local Authority.

SEND support in Cranham school is based on four types of action – **ASSESS, PLAN, DO and REVIEW**

Identification & Assessment

SEND pupils may be identified through the teachers' observations and assessment, SEND areas of need (see SENCo) standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the pupils own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEN Support, the parents **must** be notified. The teacher and the SENCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a tracking grid completed. This will be updated each year by the class teacher with support (if needed) from the SENCo. A My Plan will be written.

Early Help

Every family whom has a child on a 'my plan' will be asked to sign an early offer of help form. This form enables the school to speak to other outside agencies about the child in order for us to gain further advice and guidance as well as support for the school and child. We will always aim to involve you, the parent, in this process and ensure you know who we are speaking to about your child.

My Plans

My Plans include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts. The My Plan should include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- a start date and finish date of the intervention
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when My Plan is reviewed).

Do

The class teacher or teaching assistant will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of the support.

Review Process

My Plans will be reviewed six times a year, with input from the SENCo, pupil, parent/carer, Teachers, and Teaching Assistants and outside agencies (if applicable).

Pupils with a statement of Educational Need or EHC Plan will have short term targets which will have been established after consultation and will include targets identified in the statement of SEND. These targets will be set out in the

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My Plan and be implemented, at least in part and as far as possible, in the normal classroom setting.

The provision of the interventions will continue to be the responsibility of the class teachers. All statements/EHC will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

We hope these effective arrangement will mean that parents are satisfied with provision but should you have concerns please come into school to discuss them as worried can quickly be alleviated by early discussions. If however, a parent/ carer wishes to make a complaint about SEN provision it should first be raised with the school through its Complaints Policy. If the issue cannot be resolved, then the complaint must be referred to the LA.

All pupils will participate as appropriate in their reviews. They may:

- Attend their review meetings
- Offer their opinion and advice in the setting of targets
- Discuss their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCo, class teachers and T.A will then discuss the outcome of the in-school review and submit the relevant information to the Local Authority. The Annual Review at the end of KS2 will give clear recommendations as to the type of provision required at secondary school.

Moving to an EHCP (Education, Health and Care Plan)

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at SENS, the school and parents may apply for the child to be assessed for an EHC Plan.

This will decide the nature of the provision necessary to meet the young person's SEND. Where a request for a statutory assessment is made to Gloucestershire County Council SEND team, the pupil will have demonstrated significant cause for concern and the school will need to provide written evidence such as

- The schools current provision
- My Plans

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- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, E.W.O or G.P.

The school will collate this information and a meeting will also be held with parent/carers, pupils, external professionals and school staff to ensure that all agree the application being made.

TEACHING AND LEARNING

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we will aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our Provision Map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo will monitor interventions to identify 'what works'.

HOW IS EXTRA SUPPORT ALLOCATED?

The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them. The Headteacher decides on the budget for SEND in consultation with the Governors.

Funding is used for employing TAs to work with children with EHC plans, target individuals and groups and send staff on relevant training if required. Other resources are purchased for use with individuals or groups where appropriate. All resources/training and support are reviewed regularly and changes made as required.

Adaptations to the curriculum teaching and Learning

Environment

Cranham is disability friendly as detailed in our local offer. Other reasonable adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and reasonable adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Challenging or disruptive behaviour itself is not classified as an SEN but may reflect underlying mental health difficulties, ADHD, ADD or attachment disorder. If a child shows consistent concerning behaviours, the class teacher will monitor the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the

school will work with the family to complete an Early Help Support Assessment and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we will support and encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills interventions. These are generally delivered by a trained TA who has developed good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skill

TRANSITION ARRANGEMENTS

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from pre-school - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet. Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Pupil Voice

Pupils are invited to submit their views in writing as part of their annual review as well as to attend the review itself. We are keen for all pupils to contribute to the setting of their own targets and strategies.

The Role of the Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. **The Governor with particular responsibility for SEND is Mrs Linda de Cossart.** She meets with the SENCO at least termly to discuss actions taken by the school and reports to the Full Governing Body.

SEND Information

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN (local Offer). The information published, will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.