

Waterbeach Community Primary School



SEND Policy

Date created: September 2021

Date for review: September 2022

CONTENTS

- 1) Aims
- 2) Identifying Special Needs
- 3) The Graduated Approach
- 4) Managing Pupil Needs on the SEND Support Register
- 5) Applying for an Education, Health and Care Plan
- 6) Supporting Pupils and Families
- 7) Monitoring and Evaluation of SEND Provision
- 8) Training and Resources
- 9) Roles and Responsibilities
- 10) Appendices

1) AIMS

Ingrid Tregoing is the WCPS SENCo. She is an experienced teacher, has completed the NASENCo award and is a member of the SLT. The SEND team is further made up of SEND assistants Zoe Badcock and Debs Hayward.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care in a safe and well-equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion in the school curriculum and through participation in all aspects of school life. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our school adopts a 'whole school approach' to special educational needs. Staff work together to ensure inclusion of all pupils through early identification of needs, rigorous assessment, appropriate differentiation, intervention, and regular review. We work in partnership with parents, governors, Cambridgeshire LA, NHS professionals and other outside bodies to ensure our children receive the best opportunities during their time at WCPS. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

This policy has been developed through consultation with parents, governors and staff and reflects the SEND Code of Practice: 0-25, 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). We want to ensure that SEN education continues to be a significant whole school concern with effective communication and transparency between stakeholders, and accountability as described in the Code of Practice.

It is a statutory requirement for schools to provide a SEN Information Report. This is available on the school website and can also be requested through the school office. It is updated annually and acts as a parent 'go to' guide for everything SEN at WCPS.

2) IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of our facilities, we will endeavour to make an appropriate provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage. Pupils are identified as having special educational needs if they **continue** to make inadequate progress once they have experienced interventions, adjustments and good quality personalised teaching. The purpose of identification at our school is to work out what action we can take to remove barriers to learning, not simply to fit the pupil into a category.

Children's special educational needs are generally thought of in the following four broad areas of need:

- **Communication and interaction** (includes speech, language and communication needs, autistic spectrum conditions, social interaction difficulties)
- **Cognition and learning** (can include general learning difficulties or specific learning difficulties such as dyslexia)
- **Social, emotional and mental health** (includes challenging, disturbing or difficult behaviour, attention disorders, attachment disorder, depression and anxiety)

- **Sensory and/or physical needs** (can include hearing or visual impairment, physical disability, some medical conditions)

These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision that we make for a child is based on an understanding of their particular strengths and needs and we seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. We aim to provide family-centred support whenever this is appropriate.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs. If concerns have been identified, the class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The SENCo and staff at WCPS work together, with input from parents/carers to identify SEN as early as possible.

In addition to our in-house assessments (see appendices), we are able to organise assessment sessions with the speech and language therapy team. The SEND team are also available to discuss referrals to community paediatrics, occupational therapy and educational psychologists.

There are many other factors that are not SEND which may also impact on progress and attainment.

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

We therefore work closely with the education welfare officer, our Early Intervention Family Worker, the locality team, the school attendance team and the safeguarding team.

3) THE GRADUATED APPROACH

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents (and the SENCo if necessary). Children may then be offered some additional support which could include high quality differentiated work or targeted in-class support. Their responses, in terms of progress, will be closely monitored. It is important to note, that additional intervention and support does not compensate for a lack of good quality teaching and it is to this primary aim that teachers are supported in their professional development through team-teaching, attending courses, and visiting other schools. SLT conduct frequent rigorous reviews of teaching and learning.

Where there is ongoing concern that 'everyday' quality teaching is not enough to support their needs the class teacher may inform the SENCo and should communicate with parents/carers and the child. If it is decided that additional provision is required, a specific learning intervention (in addition to those usually on offer in the classroom) may be introduced. The provision is recorded on our school Provision Map and the child's subsequent progress is carefully monitored. Children who are in receipt of occasional additional provision are not usually entered onto the SEN support register.

In some circumstances, despite receiving consistent, differentiated learning opportunities a child may:

- make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness (including communication and interaction);
- show signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- present persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment;

In these cases, the class teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. We may choose to draw on more specialised assessments and take advice from external agencies and professionals, following consultation with parents. In this situation, it is likely that the student will be placed on the SEN support register. Pupils will usually need a more individual intervention programme and these will be recorded on a Learning Plan. These documents provide us with a summary of the students' strengths and difficulties, a record of involvement from outside agencies, progress data and a record of additional provisions in place. These documents are maintained by the class teacher and will be shared and reviewed with parents at least termly.

4) MANAGING PUPIL NEEDS ON THE SEN SUPPORT REGISTER.

The class teacher and SENCo will meet regularly to discuss students of concern, to agree outcomes and review evidence. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plans.

When students have a learning plan, parents will be given the opportunity to meet with school staff (either the class teacher or SENCo) once per term. These meetings may take place during parents' evenings or at other times and will provide time to discuss the pupil's progress as detailed on their learning plans.

If the class teacher and SENCo determine that a student would benefit from engaging specialist services, parents may be invited into school to complete an Early Help Assessment with the SENCo. In many cases, this is likely to be the first step in accessing additional support. Depending on the situation, there may be further referral documentation to complete.

5) APPLYING FOR AN EDUCATION, HEALTH AND CARE PLAN

Where a child's needs are considerable and there is little progress following rigorous intervention and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve the SENCo preparing and presenting detailed records of our provision and its impact for consideration at County. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

For advice and information about EHCPs, see the Local Offer pages:

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

6) SUPPORTING PUPILS AND FAMILIES

Local offer: All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

The Cambridgeshire Local Offer is available here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Admissions: Admission arrangements can be found in our admissions policy. Parents of a child which has Special Educational Needs or Disabilities (SEND) who need further advice on school admissions, are able to request a meeting at school and may also want to contact SENDIASS (SEND Information, Advice and Support Service) <http://www.cambridgeshire.gov.uk/pps>

Exam arrangements: Team leaders, in conjunction with the head teacher and SENCo, are able to make exam access arrangements for certain students. Adhering to exam board guidelines, we may be able to facilitate readers, scribes, extra time or enlarged text for examinations.

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

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets, pegs, trays etc are.
- Opportunities to take photos of key people and places in order to make a transition social story booklet.

- For Year 6 students with EHCPs, Annual Reviews are held in the autumn term and a representative from the secondary school SEN team is invited.
- Year 6 students may be invited for extra visits to the secondary school during the previous summer term.
- The SENCo meets with the secondary SENCos to ensure thorough handover of information regarding our special needs students.
- If a child has to move to another primary school, we make sure that SEND records are always forwarded to the new SENCo.

Medical conditions: The school recognises that pupils at Waterbeach with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case we will comply with the duties described in the Equality Act 2010.

Some students may also have special educational needs and may have an EHC plan, which brings together health and social care needs as well as their special educational provision: the SEND Code of Practice (2014) is followed.

The school inclusion manager (Ingrid Tregoing) is the point of contact for parents and students with medical conditions which are chronic and severe enough that additional provision needs to be made at school. She liaises with various health professionals including physiotherapists and occupational health specialists on a regular basis who may have contact with students both at home and at school. The inclusion manager is responsible for producing any associated risk assessments that are linked to a student's medical needs in school. Class teachers are responsible for ensuring that their students are all able to access school trips in a safe and meaningful manner. They are required to draw up risk assessments for trips and visits with regard to particular individuals with specific medical needs.

Please see our **Accessibility Statement** and the school policy '**Managing the Medical Conditions of Pupils**' for more detail.

7) MONITORING AND EVALUATION OF SEND PROVISION

The SLT regularly monitors the quality of provision that we offer all pupils at WCPS. Through rigorous data tracking, the class teachers are able to effectively identify whether specific students are making improved progress following a change in provision. Teachers, SLT and SEND teams also evaluate the effectiveness of individual interventions by comparing pre and post intervention data for individual students. Current information on children with special needs is held on our school Provision Map, and master copies are stored securely on Microsoft TEAMS. The master file may also contain documentation from a pupils pre-school or nursery, where relevant. The master file grows with the child as they progress through the school and is sent to the SENCo at their next setting.

We gather information about SEND provision through questioning staff, pupil and parents. The SENCo and the head teacher hold regular meetings to review the work of the school in this area. Safeguarding issues and personal support plans for looked after children are discussed as appropriate.

The SEND team complete an audit of provision yearly, which is shared with the staff and governing body. Our SEND governor meets with the SENCo termly, ensuring that SEN stays on the governing body agenda and providing a link between the governing body, its committees and the staff with regard to Special Educational Needs. The views of our stakeholders feed into the SEND agenda at SLT

level and are an important source of evidence when refining and improving our provision and communication.

The governing body reviews this policy annually and considers any amendments in the light of the yearly audit.

Complaints: We welcome comments and suggestions and aim to be open, transparent, fair and timely in our responses. We hope that any issues can be resolved through discussion, and parents are able to request to meet a class teacher or the SENCo through the school office. If, in the unfortunate instance that we are not able to resolve any difficulties, a person may feel the need to escalate the matter to the school leader. Parents are referred to the school complaints policy for further guidance.

8) TRAINING AND RESOURCES

Maintained schools such as WCPS receive a notional SEND budget each year. This is an amount of money to help make sure that our special educational provision meets the needs of children with SEND, although this money is not ring-fenced. The government has recommended schools use the notional SEN budget to pay for up to £6,000 worth of special educational provision (yearly) per child to meet their needs before considering an application for high needs funding.

High needs block funding is provided for high-need, low-incidence SEN that goes directly from the commissioning LA (Cambridgeshire) to our school. It is provided for special provision for pupils with EHC plans.

The head teacher is ultimately responsible for the operational management of the specified and notional resources for SEND provision within the school, including the provision for children with EHC plans. The head teacher informs the governing body of how the funding allocated from the notional and high needs budgets has been used. The head teacher and SENCo meet regularly to discuss how best to use funds to improve provision for all our students with additional needs.

Budget-permitting, all staff are encouraged to undertake training and development. Teachers and TAs are expected to cascade relevant material from courses and seminars. The SENCo regularly attends LA SENCo networking meetings, and other SENCo groups in order to keep up to date with local and national issues. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

9) ROLES AND RESPONSIBILITIES

In our school the SENCo:

- Manages the day-to-day operation of the policy
- Coordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Oversees the records of all children with special educational needs
- Supports links with parents
- Acts as a link with external agencies and support agencies
- Monitors and evaluates the SEN provision and reports to the governing body
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributes to the professional development of all staff

11) APPENDICES

- a) Compliance**
- b) In-house assessments**
- c) Interventions**

a) COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Admissions Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- Anti-bullying Policy
- Complaints Policy
- SENDIASS (SEND Information, Advice and Support Service)
<http://www.cambridgeshire.gov.uk/pps>
- The Cambridgeshire Local Offer: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

b) IN-HOUSE ASSESSMENTS

We currently have the facility to administer the following in-house assessments:

- Renfrew Action Picture Test
- British Picture Vocabulary Scale
- Phonological Assessment Battery 2
- PM Benchmark
- York Assessment of Reading for Comprehension
- Sandwell Early Numeracy Test
- Dyslexia and dyscalculia screening

c) INTERVENTIONS:

- Cambugs Software
- Daily Reading
- Expanded Rehearsal Technique
- Grammar boosters
- Guided Reading
- Happy in my Skin, self-esteem group
- Inference Training
- Lego Therapy
- Morning maths boosters

- On Track Maths
- Physiotherapy
- Pocket Phonics
- Sensory Circuits
- SHINE maths
- SHINE reading
- Talkabout, social communication group
- Toe by Toe reading
- Wellbeing nurture groups
- Wordshark
- Write from the Start