



CAVERSHAM PARK PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

'Together we enjoy, create and achieve'

Introduction

The SEND policy reflects the principles of the 2014 Code of Practice.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice January 2015.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEND Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:

- Inclusion Policy;
- Behaviour Policy (which follows the therapeutic thinking approach to behaviour, endorsed by Brighter Futures for Children who are responsible for delivering Children's Social Care, Early Help and Education Services across Reading)
- SEND Report;
- Anti-Bullying Policy;
- Accessibility Plan;
- Supporting Pupils with Medical Conditions Policy;
- Safeguarding (including Child Protection) Policy;
- Admissions Policy and our
- Local Offer for SEND, which can be found at:
<http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=CmPq9XDqzrk>

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age,
or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.

Children must 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.

SEND Provision

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education.

Our objectives are:

- to create a therapeutic environment that welcomes all pupils and that any SEND needs are met in a positive manner so children reach their potential and achieve their best;
- to identify and assess children with SEND as early as possible by gathering information from parents/carers and other agencies;
- to provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils;
- to provide a curriculum that is flexible and broad which has a positive impact on outcomes for all pupils;
- to identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school;
- to develop children's confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best;
- to work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education;
- to, where possible, allow pupils to participate and be involved in the process of information gathering and reviewing progress;
- to ensure funding is allocated to provide high quality provision for those with identified SEND;
- to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010;
- to ensure that support agencies are used effectively;
- to ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping;
- to develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate;
- to work in partnership with outside professional to support the needs of children.

We aim to meet these objectives by:

- targeting early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, through discussions with Early Years settings, progress in relation to the Early Years Foundation Stage Curriculum, National Curriculum descriptors, standardised screening and assessment, discussions with parents/carers and information gathered from outside agencies;
- following the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs and disability. This includes incorporating the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health Care Plans;
- ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND;
- termly planning and reviewing of Individual Provision Plans (IPPs) for all pupils with SEND;
- ensuring that advice from outside agencies is sought and incorporated into Provision Plans;
- providing a therapeutic and trauma informed approach to inclusion and managing behaviour;
- ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical, enabling all children to feel valued for their efforts;
- monitoring the provision and progress of pupils with Education Health Care Plans (EHCP);

- ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff;
- ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings;
- listening to and valuing parents'/carers' concerns about their child's development and engaging in positive discussions to ensure the best outcomes for the child, involving pupils as much as possible;
- supporting social, emotional and mental health through the provision of Emotional Literacy Support Assistant (ELSA) support;
- ensuring clubs, trips and activities are offered to all children

Admission Arrangements

Caversham Park Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the local authority Admissions Policy. In accordance with the Education Act 1996 (Section 316), the school will admit a child with an Education, Health and Care Plan (EHCP) subject to the wishes of their parent, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Access to the Curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum (Code of Practice 2015.)

In our school we have high expectations of all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to:

- work in small groups, or in a one-to-one situation outside the classroom or
- to undertake sensory / movement breaks for emotional regulation or to aid concentration.

All children have an entitlement to a broad and balanced curriculum, which is scaffolded or differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We aim to ensure that:

- all efforts are made to overcome individual pupils' barriers to learning;
- all classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress;

- classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task;
- a range of teaching styles are used including auditory, visual and kinaesthetic;
- the successes and achievements of all pupils are celebrated through the school's reward system;
- all pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued;
- a range of different organisational settings are planned to provide class, group, paired and individual work;
- additional resources are available throughout the school to support the children with their individual needs as outlined in their Individual Provision Plans (IPPs).

Identifying Needs

High quality teaching, scaffolded or differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The teacher and SENCO consider all of the information gathered from within the school about the pupil's progress. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering should include an early discussion with the pupil and their parents.

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice January 2015.

- **Communication and interaction.**

Children and young people with speech, language and communication needs (SLCN) 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 or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health.**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as

anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a service woman/man

The Graduated Response (assess, plan, do and review)

The SEND Code of Practice (2015) sets out a graduated response to SEND support. This is a four-part cycle of 1) assessment, 2) planning, 3) doing and 4) reviewing which is recorded on the child's Individual Provision Plan. This process will happen termly in line with the assessment and monitoring policy. There are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very special and long-term needs.

1) Assess

Early identification is vital. The teacher identifies pupils with learning needs in the class - this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The class teacher and the Special Educational Needs and Disabilities Coordinator (SENDCo) assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The pupil's views and where relevant, assessment and advice from external support services will also be considered. Any parental/carer concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Assessing needs:

The SEND Code of Practice (2014) describes adequate progress as:

- being similar to that of children of the same age who had the same starting point;
- matching or improving on the pupil's previous rate of progress;
- allowing the attainment gap to close between the pupil and children of the same age.

We aim to identify if a child is not making adequate progress as early as possible as this may raise concerns that they have learning difficulties. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. Pupil progress meetings are held to review the progress of every child in the school, where data is analysed and progress is tracked. Parents are consulted to gain their insight into their child's progress. If after consultation with parents/carers it is decided that a child has underlying needs then he/she will be put on the SEND Provision Register and a Individual Provision Plan (IPP) written to identify how the needs are to be addressed and outcomes identified.

2) Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's PP with a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track a child's long-term progress, attainment and interventions; he/she will be included on the SEND Provision Register by the SENDCo.

3) Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and where required by other staff.

4) Review

Reviews will be undertaken in line with agreed dates: including review meetings between the teacher and the SENDCo to review progress and to set next steps. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. If necessary, outside assessments may be considered at the progress review with parents/carers to inform a future cycle of response.

Advice can be sought from outside specialists at any point - to advise on early identification of SEND, where little or no progress is made over a sustained period, or where the child is working at levels substantially below those of their peer or where a child's social, emotional and behavioural development impacts their learning or their daily life. Such advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEND will have their needs met within the school as Stage 1 and 2 provision.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If a child is able to maintain good progress without additional support and/or resources he or she will not be identified with special educational needs and maybe removed from the Provision Register. However, monitoring will continue.

Referral for an Education, Health and Care Plan

The special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Caversham Park Primary School. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs. If a child has significant long-term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent/carer. This would be discussed at a review meeting with parents/carers and possibly outside professionals. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

Co-ordinating and Monitoring the Graduated Response

➤ The Role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 2015.)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This is achieved by:

- the teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo;
- planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support;
- informing parents/carers of concerns and the interventions that are proposed and involving them in any reviews of their child's progress;
- termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment;
- completing SEND documentation in accordance with the COP and liaising with the SENDCo, parents/carers and pupils;
- collaborating with the SENDCo to match classroom provision to the specific needs of the pupil;
- collaborating with outside specialists as part of the graduated approach and working with the advice of the specialists to plan outcomes and provision;
- planning with teaching assistants, ELSAs and Early Years Practitioners to ensure quality provision for pupils with SEND focussed on outcomes;
- regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

The Role of the SENDCo

➤ The SENDCo at Caversham Park Primary School is:

Mrs. P. Newbury

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school Provision Register;
- Identification through provision mapping those in receipt of additional SEND support from the school's devolved budget, those in receipt of High Needs funding and those with Education Health and Care Plans;
- Co-ordination of provision for children with special educational needs and disabilities;

- By liaising with and advising teachers to identify pupil's needs and arranging any in-school specific assessments or monitoring to help identify the barrier to learning;
- Management and support of other classroom staff working with vulnerable learners;
- Overseeing the records on all children with Special Educational Needs and Disabilities;
- Liaison with and advising all staff on the graduated approach;
- Liaison with parents/carers of children with SEND, in conjunction with class teachers, and keeping them informed of progress and listening to their views of such progress;
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on PPs;
- Termly review of progress against expected outcomes as identified on PPs by the class teacher and ensuring learning objectives are revised and reviewed;
- Contribution to the in-service training of staff;
- Implementation of a programme of Annual Review for all pupils with an Education Health Care Plan;
- Carrying out referral procedures to Reading Local Authority to request High Needs funding when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need and disability which will require significant long-term support;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners;
- Working with Early Years staff to ensure successful transition into school or from other EYs settings for children with identified SEN or disability;
- Ensuring interventions for SEND pupils are effective and evidence based;
- Regular evaluation of the impact and effectiveness of additional interventions for SEND pupils
- Arrangement of specific SEND resources;
- Close liaison with a range of outside agencies to support SEND/vulnerable learners in consultation with parents/carers;
- Attendance at Local Authority SENCO network meetings and training as appropriate;
- Working alongside the Brighter Futures for Children RISE Team to ensure successful provision for all SEND pupils and to provide training and support for staff;
- Liaison with the school's SEND governor, to keep him / her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and disability (nationally, locally and within school);
- Working **with** the Senior Leadership team to ensure SEND information is shared with staff and SEND is included in the school development plan;
- Review of the SEND policy annually and ensuring up to date information is on the website.

The Role of the Governing Body

- The designated governors for SEND are:

Mr. D. Hunjan & Mr. M. Rebeiro

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs and disability by:

- ensuring that the best possible provision is made for all pupils with SEND
- monitoring the quality of SEND Provision
- ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- ensuring the integration of pupils with SEND in the school community
- ensuring that the budget for SEND is allocated appropriately
- electing a designated SEND Governor to have specific oversight of the school's provision for pupils with special educational needs and to liaise with the SENDCo.
- defending the school should a complaint be brought to the SEND and Disabilities Tribunal

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo or Headteacher. The SEND Governor may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved. Please see our school's Complaints Procedure which is available on the school's website.

This policy will be reviewed annually in line with the Code of Practice and shared with all school staff and placed on the school web site.

Policy date	Review Date	Reviewed by
September 2024	September 2025	Governing Body