



**Le Cateau**  
**Community Primary School**

Meeting Special Educational Needs  
and Disabilities (SEND)

# **SEND POLICY**

**This policy is in line with the Code of Practice (2015)**

**Reviewed and amended: February 2017**

**To be reviewed February 2019**

**Le Cateau Primary School**

**Policy for Special Educational Needs and Disabilities (SEND)**

*This policy is in line with the Code of Practice 2015, Statutory April 2015*

**(DRAFT)**

<b>Document Status</b>			
<b>Date of Next Review</b>	<i>February 2019</i>	<b>Responsibility</b>	<i>Mrs Cafferty Deputy Head (SENDCo )</i>
<b>Date of Policy Creation</b> <i>January 2017</i>	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Mrs Cafferty Deputy Head (SENDCo )</i>
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>		<b>Headteacher</b>	
		<b>Chair of Governors</b>	

**Abbreviations used:**

- ASCOSS**      **Autism Outreach Support Service**
- CAMHS**      **Children’s and Adolescent’s Mental Health Service**
- CoP**          **Code of Practice**
- EP**            **Educational Psychologist**
- EMS**          **Enhanced Mainstream School**
- ESWS**        **Educational Social Work Service**
- SEND**        **Special Educational Needs and/or Disabilities**
- SENDC** **Special Educational Needs Coordinator**
- TA**            **Teaching Assistant**
- IPP**          **Individual Provision Plan**

## **Aims**

At Le Cateau School our motto is *'Equally Important, Equally Different'*.

### **We aim for all our children to:-**

1. be treated with equal respect where difference is celebrated
2. ensure their views considered and valued according to age maturity and capability
3. have access to a broad, balanced and relevant curriculum and be included in all aspects of the school day
4. achieve their very best and make at least good progress

### **We aim for all our parents/carers to:**

1. play a central role in decision making wherever possible
2. be informed and kept up to date with events and decisions
3. feel supported by us as a whole to ensure their child/children receive the best outcomes

### **We aim for our staff to:-**

1. be well equipped to identify children's needs early
2. plan, deliver and evaluate interventions in a timely fashion
3. communicate with parents/carers, SENDCo and other relevant professionals regularly, to ensure good or outstanding progress

## **Principles**

The principles underpinning this policy are based upon the following definition of SEND as stated in the Code of Practice January 2015 (p15 Xiii):

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".*

A child is defined as having Special Educational Needs or Disability (SEND) if they have a difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A **learning difficulty** means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

**Special educational provision** means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school (Code of Practice January 2015 p15 XV).

## **Objectives**

1. To ensure happiness and wellbeing by providing a secure and caring environment. This includes the use of positive and supportive language, setting suitable learning challenges and providing opportunities to parents/carers and children to celebrate achievement together.
2. To consider the views of the child, taking into consideration age, maturity and capability.
3. To provide access to a broad and balanced curriculum so that pupils can achieve their very best.

6. To include pupils in all aspects of the day and that school is a positive experience.
7. To ensure that all teachers are well equipped to identify and meet needs early.
8. For planned interventions to be effective under a model of whole school provision mapping that is displayed and monitored regularly.
9. For provision to be evaluated and revised regularly through planned formal and informal meetings between the SENDCo and class teachers, taking into account information from others involved with the child, including parents/carers.

## **Procedures**

### **Management of SEN within the school**

- Parents ***will always*** be kept informed of any additional or different provision being given and are invited to contribute to and attend any review meetings about their child.
- Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and careful monitoring of their progress. This will involve the parents/carers and children working in partnership with the school.

### **Our Role Overall**

- We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e.
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional & mental health
  4. Sensory and/or physical
- We work closely with all parents to listen to their views in order to build on children's previous experiences, knowledge, understanding and skills, so that they develop in all aspects of the curriculum. We recognise that parent/carer involvement and support is vital to the success of the education of the children.

### **The Role of the Headteacher**

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. He will keep the governing body fully informed and ensure that provision for SEND is reflected throughout school self-evaluation. At the same time, the head teacher will work closely with the school's SENDCo.

### **We provide a co-ordinated approach to SEND Provision.**

#### **The Role of the SENDCo (Special Educational Needs and Disabilities Co-ordinator)**

- The SENDCo, (Special Educational Needs and Disability Co-ordinator) for our school is

**Mrs Cafferty**

- The SENDCo is responsible for:
  - overseeing the day-to-day operation of the SEND policy
  - ensuring that all staff have appropriate access to up to date information about pupils with additional needs

- co-ordinating provision for children with SEND to ensure additional and different support
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- managing learning support assistants /and the SEND team
- advising and supporting other practitioners in the school
- contributing to the CPD of the staff
- ensuring that appropriate IEPs are in place where appropriate, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies including educational psychology services, health and social services
- attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND
- arranging Annual Review meetings for children with Education, Health and Care Plans (EHCP's)
- co-ordinating the application for EHCP's
- (In liaison with the Head Teacher), ensuring that the SEND information report is in line with the local authority's local offer, is up to date and published on the school website

## **The Role of the Governing Body**

### **The governor responsible for SEND are Julie Darcy**

Governors are involved in developing and monitoring the policy, in collaboration with the Head teacher and the SENDCo. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. Regular meetings are held with the SENDCo in order to implement the SEND policy.

The quality of SEND provision is continually monitored, evaluated and reviewed.

The governing body should:

- ensure that provision is made for pupils who have SEND
- ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- have regard to the Code of Practice when carrying out its duties to pupils with SEND
- ensure that parents are notified of the decision of any extra provision being made for their child
- monitor data with respect to vulnerable groups
- challenge the leadership through informed questioning
- Undertake learning walks in school with a focus on SEND
- Ensure there is appropriate continuing professional development taking place for all staff with regard to SEND

## **The Role of the Class Teacher**

Teaching children with SEND is a whole-school responsibility.

“All teachers are teachers of children with special educational needs and /or disability”

Each teacher will identify learning objectives for all the children in the class and will provide a differentiated curriculum which ensure that the children are able to achieve their potential. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

It is the responsibility of all teaching staff to:

- recognise that each child at our school is unique with different strengths and needs
- recognise and nurture the talents of each child
- (in liaison with the SENDCo), communicate effectively with professionals involved in SEND provision both from within the school and with outside agencies if necessary
- communicate and report to parents/carers positively
- contribute to the whole school provision maps and ensure that strategies are implemented to maintain quality first teaching for all

## **The Role of the Teaching Assistants**

Teaching Assistants will:

- support teachers in enabling children with SEND to have access to an appropriate curriculum
- play a role in promoting the inclusion and independence of all children
- enable the class teacher to spend high quality time with vulnerable children and those with SEND
- access liaison time with the class teacher for planning, preparation and discussion regarding effective deployment

All staff are responsible for children with SEND but additional practitioners include Mrs Jane Bachini (ATA for SEND)

## **Partnership with parents:**

- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential. Due to this, Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion ensuring we respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping documented minutes from any meetings and ensure that Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

## **Pupil participation:**

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters

affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their individual provision plans (IPP's), discussing their choices, assessment of needs and in the review procedures.

### **External Support Services**

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services, etc. Support networks are in place to ensure provision meets the needs of the children with SEND. We work on a regular basis with the following:

Ms Connie McFarlane (Educational Psychologist)

Ms Sarah Furgeson (Speech and Language Therapy)

Mrs Mandy Ewers (Autism Outreach)

Mrs Gill Jenkins (Specialist support for social, mental and emotional wellbeing - Bedale EMS)

Mrs Lynne Wilcox (Specialist support for communication and interaction Mill Hill EMS)

### **Admissions:**

- Provision for children with SEND is a matter for the school as a whole. We welcome all children to our school and endeavour to ensure that appropriate provision is made.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, parents/carers are always informed.
- At an interview prior to admission between the Headteacher and parent(s) of an in-coming child, information relating to SEND will be sought and recorded. The Headteacher will inform the SENDCo and class teacher, as appropriate and all relevant documentation/records will be given to them for action. In this way we aim to ensure that the child receives school funded or external support at the appropriate level without delay.

### **Context/Resources:**

- Our school has experience in supporting children with a variety of needs. We have a resource base that is equipped with additional materials and small groups of children are able to access the additional provisions on a regular basis.
- The school building is accessible for wheelchair users with a lift providing access to all levels. In addition to this, there are disabled toileting facilities. Please refer to Disability and Discrimination Policy for further information.
- A large proportion of our budget is allocated for resources, which include identified materials/personnel for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We intend to develop our resources to support children with SEND that link with priorities stated in the school's development plan.
- Additional/external funding is obtained that allows us to run additional projects such as Play Therapy and Learning Mentors.

### **Identification and Assessment:**

- We are committed to the early identification and intervention of children who may have SEND.
- More detailed observations are made in a variety of contexts, as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- If further assessment is required, we use a variety of detailed assessments within school and also the LA assessment pack to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- The graduated response involving the ASSESS-PLAN-DO-REVIEW approach, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice (February 2015) and is in line with the LA policy.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Educational Health Care Plan (EHCP) may be issued by the LA.

### **Review:**

- The SENDCo ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes or the next school.
- Pupils with SEND are continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stages/the LA assessment tracking grids/standardised tests. The information gained is used to support planning in order to aid progress.

### **Inclusion:**

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

### **Evaluation procedures:**

- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. SEND is part of our school self-evaluation and is a priority in the School Development Plan.
- We continually review and report on the effectiveness of the policy through the following:
  - The leadership team/governing body will take into account the views of all stakeholders, consider the effectiveness of work on an annual basis and amend the SEND Policy if necessary.
  - The SENDCo will monitor classroom practice, analyse pupil tracking data, test results and value added data for pupils with SEND.

### **Procedures for concerns:**

- We endeavour to do our best for all children but if there are any concerns we encourage those involved to approach the class teacher in the first instance. If there are still matters arising then the SENDCo should be contacted and a meeting will be arranged in order to overcome the problems.

**Professional development for staff:**

- We have a plan for all staff and the SENDCo to be involved with further training in line with the priorities identified in the School Development Plan. The SENDCo attends relevant training and disseminates the details to all the staff as is appropriate. Additionally, individuals can access training that is necessary for their professional development.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified to ensure that staff keep up to date with information and legislation.

**Transfer arrangements:**

- We adopt a personalised approach to transition to and from other settings. We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.