



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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1 Introduction

- 1.1 This policy explains how Cantrell makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school ethos and current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).
- 1.2 This mainstream school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have SEND and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional to' or 'different from' support from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents/carers are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Educational Inclusion

- 1.1. In our school we aim to offer excellence and choice to all our children, whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning. 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 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.

3.2 Teachers/Teaching Assistants respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Planning and delivering appropriate interventions
- Planning, delivering and monitoring an individual or group's interventions through provision mapping.

4 Special Educational Needs and Disabilities

4.1 The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that, **"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 of compulsory school age has a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions"**

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010- that is, **"...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."**

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The names of children with special needs are kept on the SEND List, updated and monitored at least once every term, when the SENDCO updates the list with the support of all staff.

At Cantrell, we only add children to the SEN List if they require support which is additional to or different that which is offered via high quality first teaching – it is not necessary for a child to have a diagnosis. Children who have a diagnosis of an additional need, e.g. dyslexia, ASD, ADHD, Visual Impairment, etc and who are making progress with reasonable adjustments in place, will be added to the 'monitored' list on the school system. This allows teachers and support staff to be aware of the support that is necessary and enables them to continue to meet their needs.

We strive to keep the SEN List fluid, with children ideally not staying on the list for long, unless they have very specific and significant additional needs.

EAL children who are not achieving at expected levels are not added to the SEN List until they have been in school and exposed to English for more than two years. If there are concerns that an

additional need is becoming evident, the child may be added to the 'monitored' list where additional adjustments and interventions are put in place and monitored over a 12-week period.

All interventions and provision maps are assessed and scrutinised termly by all staff. Children should ideally not be exposed to the same intervention for more than approximately 12 weeks (i.e. one term) unless there are very good reasons for such a decision.

- 4.2** Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children, high quality teaching always being our key aim for every child to be exposed to throughout their time at Cantrell.
- 4.3** If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Co-Ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then conduct further assessments of the child's needs, supported by one of the team of teaching assistants who work throughout the school / nursery. For additional information, please see the 'SEND Information Report' on the school website where the 'SEND Journey' shows what support is offered and at what points.
- 4.4** We record the strategies used to support the child within an Individual Provision Map (IPM). The IPM shows the short-term SMART targets set for the child and the teaching strategies and adaptations that are to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term either at a planned meeting with the class teacher or at parents evening. In line with the Code of Practice 2015 we endeavour to incorporate pupil and parents voice wherever possible, collecting them prior to every annual review. All staff have received training on writing IPMs and assessing targets.
- 4.5** If the IPM review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Where pupils' educational needs cannot be met through the interventions listed in the School Offer, higher level interventions will be implemented with the support of additional services, such as the Behaviour Support Team, Inclusive Education Services, SALT or Educational Psychology. External support services will provide information for the child's new IPM. The new strategies within the IPM will, wherever possible, be implemented in the child's normal classroom setting.
- 4.6** HLN (High Level Need) funding is applied for where felt appropriate, to access additional funding. HLN requests are usually made once every two years, although an emergency request can be made during the year if a new child arrives in school or if significant changes occur. SENDCOs send the HLN requests to the main Local Authority panel in the Autumn term. These are then presented to a panel of experts (in the January of the following year), from across agencies, and funding is then allocated from a central fund. Schools are informed whether or not an application for additional funding has been agreed. If it has, the funding runs from the following April. Any support funded by HLN is given in addition to support already provided by the school.

Where necessary Cantrell will support an application for an Education, Health and Care Plan (EHCP). The application for an EHCP is a 20-week process from the local authority's receipt of the request.

4.7 In our school the SENDCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs, including the SEN List (formerly SEN Register)
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- quality-assures all IPMs throughout school
- oversees and quality assures all interventions
- acts as a link with parents;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the SEND provision and reports to the governing body;
- observes TAs teaching individuals or small groups in interventions
- manages a range of resources, human and material, to enable appropriate provision for children with SEND;
- contributes to the professional development of all staff.
- Has responsibility for disseminating new initiatives in school intended to target and personalise learning for individual children.
- Ensuring the Accessibility Plan is updated and reviewed regularly.
- Arranges meetings with external agencies to plan for allocation of the traded package across school.
- Provision management
- Evaluate Data and planning around provision mapping, intervention groups and vulnerable groups.

5 The Role of The Governing Body

- 5.1** The governing body has due regard to the Code of Practice 2015 and Equality Act 2010 when carrying out its duties toward all pupils with SEND.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEND. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- 5.3** The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of the EHCP and are aware of their statutory responsibility to deliver all the provision detailed in Section F of the plan.
- 5.4** The named SEND Governor, Julie Whitworth, ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1** The SENDCO has designated responsibility for the operational management and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.
- 6.2** The Headteacher informs the governing body of how the funding allocated to support SEND has been deployed.
- 6.3** The SENDCO applies for funding through the Disability Access Grant to supply resources such as handrails, access ramps and modifications to the school building.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher assesses and monitors the children's progress in line with existing school practices. This is an ongoing process.
- 7.3** The SENDCO works closely with parents and teachers to plan an appropriate programme of support, support implementation and review progress.
- 7.4** The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is adapted 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.
- 8.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately, and use assessment to inform the next stage of learning.
- 8.3** Individual Provision Maps, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with additional needs (and who are identified on the SEND List at SEN Support) have an IPM, showing support in place including interventions, as appropriate, in addition to the high-quality teaching they are exposed to at all times in class. Please see the Nottingham City Local Offer for more information: <https://asklion.co.uk>
- 8.4** 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.

9 Partnership With Parents

- 9.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with SEND.
- 9.2** Cantrell Primary School has devised a 'SEND Journey' to demonstrate the path taken when additional needs are first highlighted, what takes place at each point and who is responsible.
- 9.3** We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10. Pupil Participation

- 10.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing their communication and social skills as well as educational skills.
- 10.2** We strive to ensure that SEND children are fairly represented on the School Council and in achievement assemblies, as well as ensuring that their work is displayed alongside that of children who do not have specific educational needs.

11. Social and Emotional Well Being

- 11.1** At Cantrell we are committed to developing the social and emotional well-being of every child. In some cases, children may need additional support in this area. The SENDCO will liaise with external agencies such as CAMHS, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology Service and School Health Teams.
- 11.2** When children require additional medical support we work in partnership with the School Health teams to create individual health plans.

12 Monitoring and evaluation

- 12.1** The SENDCO monitors the movement of children within the SEN system in school.
- 12.2** The SENDCO is involved in supporting teachers involved in writing all IPMs. The SENDCO and the Head teacher regularly meet to review the work of the school in this area.
- 12.3** There is a named governor responsible for monitoring provision for SEN within the school. This governor meets with the SENDCO to receive a report and scrutinise evidence on a termly basis. The named governor is Julie Whitworth. The Transform Trust SEN Link Governor is Ruth Palmer.
- 12.4** The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

13 Transition

- 13.1** Cantrell supports transition throughout school and where appropriate will access support from the Local Authority transition team.
- 13.2** Children have the opportunity to meet their new teacher during the summer term and additional visits are arranged where appropriate. Additional resources are supplied to aid transition for example pupil passports and photo transition books.
- 13.3** The Year 6 staff and SENDCO liaise with all receiving schools to ensure a smooth transition and that all relevant documentation is pass on sensitively.

14 Complaints

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENDCo.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Headteacher. If necessary, parents may complain to the Governors in writing. The Complaints procedure is available from the school office and on the school website.
3. If the problem remains unresolved, the parents have the right to discuss their problems with a Trust representative, with or without members of the school staff present.

Reviewing the Policy

This policy will be reviewed on an annual basis.

Other documents/links

The school's SEND Information Report, which links closely with this policy, is available on the school website: www.cantrell.nottingham.sch.uk.

Signed: Jacquie Tomkinson