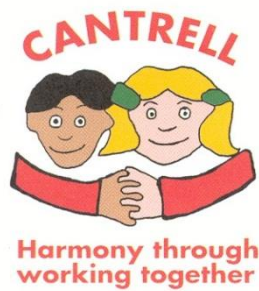


CANTRELL PRIMARY AND NURSERY SCHOOL



SEND Policy

September 2021

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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 2014, 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

Please note this policy incorporates the former inclusion and SEN policies.

- 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 and monitoring an individual or group's interventions through provision mapping. (Please see the Local and School Offers published on the school website)

4 Special Educational Needs and Disabilities

4.1 The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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 SENCO updates the list with the support of all staff.

At Cantrell, we only add children to the SEN List if they have a diagnosis of an additional need : dyslexia, ASD, Visual Impairment or if their achievement is still significantly below expected levels despite having accessed appropriate interventions for at least a year.

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.

All interventions and provision maps are assessed and scrutinised at least 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, Quality First 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., please see the link on the website for city provision maps. 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 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.
- 4.4** We will record the strategies used to support the child within an Individual Provision Map (IPM). The IPM will show the short-term targets set for the child and the teaching strategies 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. Targets will be SMART targets, written in child-friendly language and beginning with the words "I will..." in most cases. In line with the new Code of Practice we endeavour to incorporate pupil and parents voice wherever possible. Children will be involved in the target setting and reviewing cycle. All staff have received training on writing IPMs and assessing targets. Staff also devise provision maps for individual children in their classes.
- 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, (see website) higher level interventions will be implemented with the support of additional, such as Inclusive Education Services 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 bids are usually made once every two years, though an emergency bid can be made during the year if a new child arrives in school or if significant changes occurs. SENCOs send the HLN requests to the L.A. in the Autumn term, where HLN staff moderate bids on a "like-for-like" basis across Nottingham City. 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. The SENCO will work in partnership

with outside agencies and parents/carers to co-ordinate how this money is most appropriately used to support the child's needs.

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

4.7 In our school the SENCO:

- 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 and provision maps throughout school
- oversees and quality assures all interventions
- acts as the link with parents;
- acts as 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 and leads the TAS (Team-around-the school) meetings held twice yearly, where all interested agencies are invited to discuss children who have additional needs or who we have concerns about
- 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 a statement of SEND are aware of the nature of the statement.

5.4 The named SEN 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 SENCO has designated responsibility for the operational management of the specified 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 employed.

6.3 The SENCO applies for funding through the Disability Access Grant to supply resources such as handrails, access ramps and modifications to the school building.

6.4 The Headteacher and the SENCO meet regularly to agree on how to use funds directly related to EHCPs.

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 and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.

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 SENCO 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 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.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we 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 have either an IPM or are part of a group or class provision map, showing support in place, including wave 2 and Wave 3 interventions, as appropriate, in addition to the Quality First teaching they are exposed to at all times in class. Please see the School and Local offers for more information.

- 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. 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.

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** The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.3** We have regular meetings each term 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 Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2** We strive to ensure that SEND children are fairly represented on the school councils 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 SENCO will liaise with external agencies such as CAMHS, 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 SENCO monitors the movement of children within the SEN system in school.
- 12.2 The SENCO is involved in supporting teachers involved in writing all provision maps and IPMs. The SENCO 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 SENCO to receive a report and scrutinise evidence on a termly basis. The named governor is Julie Whitworth.
- 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 the school and where appropriate will access support from the Local Authority transition team.
- 13.2 Children and parents 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 books.
- 13.3 The Y6 staff and the SENCO liaise with all receiving schools to ensure smooth transition and that all relevant documentation is pass on sensitively.

14 Complaints

- 14.1 The school endeavors to address any complaints a parent/carer may have regarding SEND provision through informal procedures. Cantrell values the partnership between parents who are asked to discuss it initially with the class teacher, SENCO or senior TA. However if this is not successful, the governing body has adopted the Nottingham City complaints procedure. A copy of this can be made available from the Local Authority.

Signed: Jacquie Ellis

To be reviewed September 2022