



OFFORD
PRIMARY
SCHOOL

Special Educational Needs & Disability (SEND) Policy

Written by:	SENDCo
Approved by:	FGB
Review Cycle:	Annually
Last review:	2019
Next review:	LGB Spring 2020



Introduction

A 'Parental Guide to SEND at Offord' is available through the school website and the office.

Contacts

SENDCo – Janet Hartland

SEND Governor – Sarah Shefford

As recommended by the SEND Code of Practice 6.89, the SENDCo is a member of the Leadership Team.

Aim

Offord Primary School is committed to providing an inclusive, happy, stimulating and challenging environment where everyone's potential is valued, enabling them to become confident members of the wider community with respect for themselves and others. We are committed to providing equal opportunities, high quality education and care to all children in school, so they can reach their full potential. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We believe that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities.

We believe all children including those identified as having special educational needs or a disability (SEND):

- Have the right to learn and work together as well as to develop skills to learn and work independently.
- Should have access to a broad, balanced and relevant academic and social curriculum appropriate to their needs.
- Must have every opportunity to be fully included in all aspects of school life.
- Should be able to voice their opinions about their own needs and know that those views will be highly valued and considered when planning, reviewing and implementing support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs as early as possible.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Disability co-ordinator who will implement the SEND policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To work in partnership with parents in planning and supporting all stages of their child's development.
7. To work collaboratively with other professionals and support services to support children with special educational needs and disabilities.

Identifying Special Educational Needs

The Code of Practice states that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to a pupil of the same age'.



A child who is identified as having SEN is placed on the school's SEN register. The Code of Practice (2014) suggests pupils are only identified as SEN if they do not make adequate progress once they have had high quality differentiated teaching (p88 Section 6.37 onwards)

The SEN Code of Practice 0-25 (2014) describes four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social mental and emotional health
- Sensory and/or physical

At Offord, we identify the needs of a child by considering the needs of the whole child, which will include all their needs, not just their special educational needs.

The following circumstances are not SEN, but they may impact on a child's progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant or Being a Looked After Child
- Being a child of a Serviceman/ woman

Admissions

The school ensures its admission process is fair and equitable for all pupils, in line with the Local Authority's admission procedure. No child can be refused admission solely on the grounds that he/she has special educational needs. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of a child with an 'Education, Health and Care Plan', the SENDco will work closely with the LA named officer in coming to a decision about the most appropriate provision for that child.

The Headteacher and the SENDCo will work closely with the feeder school or nursery in coming to a decision about the most appropriate support for pupils with special educational needs. If a parent wishes for more information on admissions for a child with SEN they can find it on the local authority website: www.cambridgeshire.gov.uk/SEND .

A Graduated Approach to SEN Support

Offord Primary School follows the Graduated Approach to SEN procedure set out in the 'SEN Code of Practice (2014). It is as set out below:

1. High quality teaching, differentiated for individual pupils is the first step for pupils who have or may have SEN.
2. Interventions
3. Request for Specialist teacher support and advice
4. Request for Education, Health and Care Plan
5. Education, Health and Care Plan



The Graduated Approach has a four part process where a child's needs are:

1. Assessed
2. Planned for
3. Supported by specific teaching approaches, possibly with the support of intervention programmes. Other types of specialist support may be put in place.
4. Reviewed to check progress and talk about on-going strategies.

Assess

If a child's progress is much slower than expected for their age or a child is not matching or exceeding their previous rate of progress, then barriers to their learning, development steps, concerns, difficulties and strengths will be discussed collaboratively in a meeting with the teacher, the child and parents/carers.

High quality, differentiated teaching is the first step for a child who has or may have SEN.

Assessments used to identify needs:

- Baseline assessment results
- Observations of the child's work by the class teacher
- Half termly reading, writing and maths assessments
- Progress measured against what is expected of children in that year group using National Curriculum objectives (2014).
- Observations of behavioural, emotional and social development
- Standardised assessment tools
- Assessment by specialist services e.g. specialist teaching team
- An existing EHC Plan
- Previous identification of SEN prior to joining school

We assess all children with a reading, writing and mathematics assessment every term. During our data analysis children who are not progressing satisfactorily are identified and offered appropriate interventions and support to reach their targets. This does not necessarily mean a child has special educational needs, but we are committed to supporting all children so they can fulfil their potential.

Plan

Once a child has been assessed, the school in collaboration with the child and his/her parents needs to identify what broad area/s of need the child has.

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/ or physical.

The child's progress, barriers to learning, interventions/support and expected impact of that support on learning/development will be discussed with the child and parents/carers. How parents can reinforce and contribute to progress at home will also be discussed. Targets will be set. Extra support and/or intervention programmes may be planned to overcome barriers. If needed, the school will identify and ask for further advice and/ or training from specialist agencies.



Do (Support)

In Class Differentiation - High quality teaching differentiated for individual children is managed by the class teacher on a daily basis.

Intervention - If a child's progress is below expectation and in class, differentiation is not sufficient to close the gap, an intervention will be devised. The class teacher will also be responsible for leading and monitoring any one-to-one work or group work such as interventions involving a pupil in their class on a daily basis. This includes work taking place away from the classroom. The SENDco will support the class teacher in further assessment, problem solving and implementation of support. The progress of SEN children will be evaluated by the SLT team (including the SENDco) as part of pupil progress meetings. A provision map is used to plan and track interventions and support provided for children.

Request for Specialist Support

At times, it may be decided that a child requires specialist support from an outside agency. This will happen in consultation with parents/ carers. There may be referral documentation to complete in collaboration with the teacher, parents/ carers and the child. For example, an Early Help Assessment (EHA). This completed documentation is shared with agreed relevant specialist agencies. Any advice from meetings with specialist agencies will be passed on to adults involved with the child e.g. school staff and parents. Some agencies use their own referral forms e.g. the speech and language therapy service and the occupational therapy service. If an agency decides a child meets their criteria for support, any advice from these agencies will be shared with adults involved with the child e.g. school, staff and parents.

Request for Education Health and Care Plan (EHC Plan)

If a child continues to make less than expected progress despite high quality teaching, including individualised differentiation, interventions and the involvement of outside agencies, then it may be decided that an Education, Health and Care Plan needs to be requested, following consent gained from parents. Reasons for requesting an Education, Health and Care Plan may be because a child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working substantially below age expected levels.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of a class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and now requires specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Evidence will be included in the EHC plan request and submitted to the local authority, who will consider the need for statutory assessment and if appropriate, make a multidisciplinary assessment. The SENDCo will coordinate the gathering of evidence with parents/carers, teaching staff and any other agencies involved.

Evidence that may be used:

- EHA (Early Help Assessment)
- Class teacher reports



- Copies of communication passports and targets
- Standardised tests
- Reports from outside agencies
- Details of support and intervention given over time.

Education Health and Care (EHC) Plan

Where a child has had an Education, Care and Health Plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the care of the child. The Education and Health Care plan will then be issued. Following the issue of an EHC Plan, the SENDCo will coordinate the procedures detailed in the Code of Practice (0-25). More information about EHC Plans can be found on the local authority website www.cambridgeshire.gov.uk/SEND .

Communication Passports

Communication passports will be written for any child identified as having special educational needs and/or requiring support beyond that offered by normal classroom differentiation. Communication passports will be written by the teacher in collaboration with the child, their parents and any other adult supporting the child. The passport will detail how to support the child in the classroom and at home, what they like doing in school and at home, and what they find challenging or difficult. This is recorded on the passport through the child's and parents' own words and targets created. The child keeps his/ her communication passport with them at school. The child is also given a copy for home. Any adult working with the child in school then has access to the passport to support that child.

Teachers are responsible for monitoring and reviewing the progress a child makes towards their targets. Targets need to be reviewed at least once a term in collaboration with parents and the child. When target setting the class teacher may use:

- the child's half term curriculum targets
- the child's half term individual targets
- targets set by outside agencies e.g. speech and language or the specialist teaching team
- targets related to emotional or behavioural needs

Review

Progression, development, on-going strategies and targets will be re-assessed at regular intervals and discussed with the child, parents/ carers and involved professionals.

This cycle of Assess, Plan, Do (Support) and Review continues. Earlier decisions are revisited, refined and revised with growing understanding of the child's needs.

Criteria for Exiting the SEN Register

For some children on the SEN register, the support given will enable them to close the gap between them and their peers in their learning or development and this additional support will no longer be needed. This will be discussed with the child and parents and with agreement, the child's name will be removed from the SEN register and a communication passport no longer be provided. The progress of children who have exited the SEN register



will continue to be monitored. If the child's progress causes concern in the future, parents will be consulted and the 'graduated approach' reinstated.

Supporting Pupils and Families

The School Website has a link to the local authority's 'Local Offer' (Regulation 53, part 4).

The school website also contains the school's own SEND Information Report (A guide to SEND at Offord); Regulation 51, Part 3, section 69 (3)(a) of the Act. This provides comprehensive information on how the school works in partnership with parents.

The school has links with:

- SEND Specialist Services. Initially, a consultation meeting between the school and SEND Specialist Services takes place with parental permission. For this meeting to take place, a consultation form will need to be completed in collaboration by the school and parents. An Early Help Assessment (EHA) for the child may also need to be completed in collaboration with the child's parents, prior to any support being given. If the team decide they are able to support the needs of the child according to their criteria, they will then meet with the child's parents.
- Educational Psychologist. Children are allocated support using specific criteria linked to tests and observations undertaken by outside agencies. The Headteacher and SENDCo decide upon priorities for this involvement as it is limited.
- The Community Paediatric Service liaises with the Headteacher or SENDCo when they carry out school medicals.
- Education Welfare Officer liaises with the Headteacher regularly.
- Cambridgeshire's SEND Information, Advice and Support Service provide a variety of training courses and conferences for parents of children with SEND. We regularly get details of these courses/ conferences that we pass on to parents of children with SEND. Further information about the many useful services they provide can also be found on www.cambridgeshire.gov.uk/SEND .
- We link with other agencies as and when appropriate e.g. Physiotherapists, Occupational Therapist, Speech and Language Therapist, Visual Impairment Service team members, Hearing Impaired Service team members, CAMHS, and Samuel Pepys School Out- Reach Team.

Parents are kept informed of their child's special needs and progress at all stages. Permission is always sought before entering a child on the SEN register or referring a child to an outside agency. Parent support is vital to us when completing assessment and referral forms, for example the Early Help Assessment (EHA).

Meetings between parents and class teachers are held at least once a term for the children on the SEN register. Progress towards targets and outcomes or any other additional support are discussed. In collaboration with parents, future support and outcomes are planned, as necessary. Parents can ask to meet with their child's class teacher, their child's class teacher and SENDCo or relevant specialist teachers /staff at other times, if they have any concerns.



Transitions

Procedures are in place for information to be transferred between classes, between schools, from other schools and when Year 6 transition to secondary school. There are also procedures for visits to our school or to secondary schools (in the case of Year 6) by SEN pupils to facilitate transition. See School Information Report for more details.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported to ensure they have full access to education. Some children with medical conditions also have SEN and may have an ECH Plan which brings these needs together.

Monitoring and Evaluation of SEND

The school reviews the support given to children, so that provision given is always effective and of high quality. The Senior Leadership Team (Headteacher and SENDco) use half termly pupil progress data and intervention outcomes to monitor the impact and effectiveness of the support provided for children with SEND. Interventions and support strategies are refined or changed if necessary to ensure they have a positive impact. The school uses local authority recommended interventions and support.

The standard monitoring of planning, teaching and learning, which is carried out by the SLT and governors will include reference to SEN provision and progress. Monitoring informs strategic planning and allocation of resources.

The Headteacher's Report to governors includes SEND as a standard agenda item. The SENDco also reports to governors.

Training and Resources

The school identifies training needs through performance management meetings and as needs emerge throughout the year. We seek to ensure that everyone working with our children have the necessary skills, advice and training. This means the school can provide the best support for all.

The SENDco regularly attends SEND briefing meetings and SEND Network meetings in order to be up to date with local and national strategies.

The Headteacher is involved in the performance management of TA's. As part of this process, training opportunities and professional development targets are linked to school priorities within the school development plan. The SENDCo is involved with TA's performance management meetings.

All teachers and support staff undertake an induction on taking up a post and this includes meeting with the Head teacher. This includes an explanation of the systems and structures in place linked to SEN provision and practice. They also meet with the SENDCo to discuss the needs of individual pupils.

Roles and Responsibilities

- The role of the **SEND Governor** is to monitor provision and report back to governors.
- The head teacher has overall responsibility for management of the policy, for assessment and provision for pupils with SEN and keeping governors informed.



- The **SENDCo in collaboration with the head teacher** and the governing body, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEN.
- **The SENDCo** has day to day responsibility for the operation of the SEN Policy and co-ordination of the provision made for individual children with SEND, working closely with all staff, parents and other agencies. The SENDco also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN. The SENDco has a role in the performance management of teaching assistants.
- **Teaching assistants** have specific duties and roles as per their job description and are coordinated by their class teacher, SENDCo and head teacher.

Other Roles

The designated teachers with specific safe guarding responsibilities are Kate Ruddock (Headteacher) and Sharon Taylor.

The Safeguarding Governors are Sarah Shefford and Rita Rose.

The Headteacher is responsible for the managing of PPG/LAC funding and for managing the school's responsibility for meeting the medical needs of pupils.

Storing and Managing Information

All SEND records are stored in a locked cabinet. Relevant documents including a child's EHC Plan are copied for class teachers, teaching assistants and kept within the class teacher's file.

All documents are treated as highly confidential. Any records of a child transferring from Offord are sent to their new school. All Year 6 SEND records are handed to the relevant secondary school at the end of the summer term.

A copy of all communication passports, confidential reports received from outside agencies, reports written, for example as part of an the annual review/ EHC or EHA process, provision maps are kept on the Shared Drive. SEND Register information is also stored electronically within the school's database system (SIMs)

Accessibility

See Accessibility Plan. The school recognises their responsibility as described in the SEN and Disability Act, 2001 which places the duty on a school to plan to increase over time the accessibility of schools for disabled pupils to ensure that disabled children will not be treated less favourably.

Following an accessibility audit the Governing Body produced an accessibility plan to which is updated and reviewed annually.

Dealing with Complaints

Please refer to our Complaints Policy.



Compliance

This policy complies with the statutory requirements 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 Regulation (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 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school SENDCo with SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Reviewing the Policy

To be reviewed annually

Next Review Date: Spring 2020