



Canon Burrows CE Primary and Nursery School

Policy for Special Educational Needs and Disability (SEND)

(To be read in conjunction with the Teaching and Learning Policy, the Inclusion Policy and the SEN Information Report on the School's website)

The mission statement of our school talks of valuing the individuality of all of our children and Canon Burrows is a Christian school that respects and values the individuality of all people. We are committed to giving all of our children every opportunity to their full potential. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Canon Burrows, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to develop morally, spiritually, academically and physically to their full potential.

Aims of the policy:

- **to create an environment that meets the special educational needs (SEN) of each child thus removing barriers to learning;**
- **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 and governors in providing for children's special educational needs;**
- **to enable all children to have full access to all elements of the school curriculum;**
- **the involvement of parents and pupils in the decision making, planning and support process.**

Educational Inclusion:

Inclusion is about equal opportunities for all pupils, regardless of age, gender, ethnicity attainment and background. It is seen to involve the identification and minimising of barriers to learning and participation and the maximising of resources to support learning participation. In our school we believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential and we want all our children to feel that they are a valued part of our school community. We aim to offer excellence and choice to all our children, whatever their ability or needs.

Special Educational Needs and Disability (SEND)

The law states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 educational 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 so do if special educational provision was not made for them.

The Special Educational Needs Code of Practice (2015) states that:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional or different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Many disabled children also have a special educational need. Where this is the case, access arrangements and other adjustments should be considered as part of SEND planning and review. However, it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

The Equality Act 2010 states that a person has a disability if:

- *He or she has 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*

Long term is defined as a 'year or more' and 'substantial' is defined as more than minor or trivial.

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and disability legislation. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Medical Conditions:

In line with statutory guidance Individual Healthcare Plans are used to specify the type and level of support required to meet the medical needs of our students. Where children have special educational needs their provision is planned and delivered in a coordinated way with the healthcare plan. The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every year and kept in the class SEN file. In some cases, this information is also shared with the Local Authority for their records.

Admission Arrangements:

Canon Burrows meets its duties under the Schools Admissions Code of Practice by:

- Admitting all children who have an EHC plan or Statement of Special Educational Needs where Canon Burrows Church of England Primary School is the named school in the statement.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Roles and responsibilities

The SEND coordinator (SENDCo) is Mrs Melanie Appleyard. She is a qualified teacher, who has achieved a postgraduate National Award for Special Educational Needs Coordination. Her key responsibilities are:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;

- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- Ensuring a liaison between teaching staff and potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.

The Headteacher has responsibility for the day-to-day management of provision for children with SEND. The Headteacher will keep the governing body fully informed and works closely with the SENDCo.

The SEN Support Assistant (SSA) role is to work directly with those children identified by the SENDCo to implement individual programmes of work, to contribute to action planning meetings, and maintain records for those children.

The Learning Mentor (LM) role is to support children who have social, emotional or behavioural needs. She works closely with parents and is able to offer advice on how they can support their child at home.

The SEND link governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The governing body determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements, and maintains a general overview of the school's work. Governors also publish an annual SEN information report on the school's website.

Arrangements for coordinating SEN provision:

A Special Educational Needs Register is kept by the SENDCo and reviewed twice a year. At the start of the academic year each class teacher receives a copy for his or her current year group. The SENDCo monitors planning and provision for SEN and is able to support class teachers with their planning if requested.

Class 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. Where a pupil is not making adequate progress, teachers will inform parents and discuss further support which will target their area of weakness.

Following a term of support, if expected progress has not been made class teachers will undertake further assessment of need and complete a concerns proforma, which details information about the strategies, resources and/or interventions already implemented and their outcomes. This will be followed up by an observation of the child by the SENDCo and a discussion between the teacher and SENDCo will then take place to identify and agree the next steps. This will be recorded on an individual provision map.

If expected progress has still not been made following further assessment, the child will then be identified as having a Special Educational Need and they will be placed on the SEND register as needing SEN Support. Parents will be informed of this and the SENDCo and class teacher will meet with the parents and pupils to decide what are the desired outcomes for the pupil and what support is needed to achieve that outcome. The support is broken down into smaller steps and used to formulate termly child friendly targets on an individual support plan. Provision that is different from and/or additional to normal differentiated teaching will be recorded on a provision map and evaluated to measure success. Support that can be carried out at home will also be agreed and documented. Class teachers will meet with parents termly to review the targets and agree the next steps and further provision.

Following the first term on the plan a Pupil Centred Planning (PCP) Meeting will be held if adequate progress has still not been made. This will involve parents, staff and where appropriate the child working together to unpick needs further and plan together for progression. At this stage we will discuss whether there is a need to refer to external agencies for additional support. The next steps and provision will be agreed and another cycle of intervention will take place. The assess, plan, do, review process will continue until it is felt that the child has made adequate progress and barriers have been addressed. At this point the child will be taken off the SEND register in consultation with staff and parents.

SEND provision is primarily delivered by class teachers through their usual high quality and differentiated teaching methods. Where needed additional and different provision will be made available to all children through small group or 1:1 support, which may take place outside the classroom. This ensures that all children are provided with a highly personalised curriculum.

Where there are several professionals involved and there is an unmet need a more holistic approach may be needed. Multidisciplinary meetings may be held as required or an Early Help Assessment (formerly known as a CAF) may be established. This process allows us to identify a child or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The Early Help Assessment is designed to be used to address an unmet need, when there are ongoing concerns about how well a child or young person is progressing e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing or the child's needs are unclear, or need more support than we can offer in school. Targets are set at

each meeting and reviewed regularly (usually every 6 weeks) until it is felt that that this high level of support is no longer needed and the unmet need has been met.

The SENDCo writes an annual action plan which is included in the overall School Improvement Plan. This identifies priorities and allocates resources and is monitored and reviewed by the senior management team and governors.

Resources:

The SENDCo maintains a provision map, which shows what additional provision and resources are being delivered to each child on the SEN register and how. This is reviewed at least termly by the SENDCo in line with current pupil needs, educational initiatives and the budget.

Resources for SEND are purchased as appropriate and are matched to recurring needs within the school and following recommendations from specialist agencies. Training for the SEND team is allocated from the school budget. A budget breakdown is maintained by the Head teacher and SENDCo.

Assess Plan Do Review:

In identifying a child as needing SEN support the Class Teacher, working with the SENDCo carries out a clear analysis of the pupil's needs. This assessment is reviewed regularly to ensure that support and intervention are matched to need and barriers are identified and overcome. Where professionals from outside agencies are involved their input will be used to help inform the assessments.

Following assessment, where it has been decided that a child needs SEN Support parents will be formally notified. Targets, interventions and support will be agreed in consultation with parents and plans will seek parental involvement in reinforcing or contributing to progress at home.

All interventions will be carried out under the direction of the class teacher, who maintains responsibility for the pupil. The class teacher will work closely with teaching assistants and specialist staff to plan and assess the impact of interventions and how they can be linked to classroom teaching. The SENDCo is available to support and advise with this if required.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. Impact should be evaluated and parent and pupil views sought. This feeds back to the assessment process and the cycle is then repeated. This is known as a graduated approach.

Involving Specialists:

Where a pupil continues to make less than expected progress, despite evidence based support and targeted interventions, advice may be sought from specialists from outside agencies. Parents will always be involved in decisions to involve specialists. These may include Learning Support Advisors, specialist teachers or support services, therapists and Child and Mental Health Services (CAMHS).

When required a member of the Local Authority's Inclusion Advisory Team visits the school to provide advice, assessments and monitoring of progress for pupils with Statements or EHC plans. The Educational Psychologist will be consulted to undertake assessments of children with more complex or serious needs. The number of visits during the year is agreed in advance based on need and according to a Service Level Agreement. Children are identified for assessment/advice by the SENDCo and the purpose and timetable of each visit agreed.

Education, Health and Care Plans:

If a child has lifelong or significant complex difficulties or does not make expected progress, despite provision with SEN Support an Education, Health and Care Assessment may be requested. Children who have Education, Health and Care (EHC) plans have an annual review to which all those working with the child will be invited and asked to contribute reports and provide evidence of action already taken. The purpose of this is to make special educational provision to meet the special educational needs of the child or young person and to secure improved outcomes for them across health and social care. Children with an Education and Health Care Plan will have an annual review, which uses a child-centred approach.

Access to the curriculum:

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; and to experience levels of understanding and rates of progress that bring feelings of success and achievement. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

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. There are times, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. All interventions are planned carefully and targets are linked to classroom teaching. Where appropriate additional specialist equipment or resources will be used to support the child's access to the curriculum.

Partnership with parents and pupils:

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs.

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, who can make an appointment to discuss any issues with the class teacher or SENDCo. We meet with parents three times a year to review progress and share the process of decision-making by discussing the child's

needs, agreeing targets and sharing knowledge of the child to help identify successful support strategies. This includes agreeing strategies as to how parents can support their child at home. This is usually planned to coincide with parents evening. Copies of Individual Learning Plans are given to parents.

Pupil Participation:

Children are involved at an appropriate level in setting their own targets and identifying what helps them. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

The Local Offer:

Canon Burrows cooperates generally with the local authority and local partners in the development and review of the local offer. Special Educational Needs information which is specific to Canon Burrows is published on our school's website and updated annually or whenever changes have been implemented.

SEN In-Service Training:

The SENDCo attends regular network meetings to update and revise developments in SEN education. SEND is targeted each year in the School Improvement Plan and individual / whole school professional development is arranged to match these targets. In-house SEND training is provided through staff meetings delivered or organised by the SENDCo. Support staff are encouraged to extend their professional development and the SENDCo will arrange 'tailor-made' training where this is appropriate. Teaching and support staff will also attend external training courses recommended by external agencies to meet the needs of specific pupils. A record of all training attended is kept by the Deputy Headteacher.

Links with other schools and transition arrangements:

Class teachers of children joining from other schools will receive information from the previous school. If there is a concern regarding a Special Educational Need, the teacher or SENDCo will telephone the previous school to further discuss the issue. All relevant records for children transferring to new schools will be forwarded as per statutory guidance. In addition, information for year 6 children transferring to secondary schools is given by class teachers at the transfer meetings held between our school and the receiving schools in the summer term. The SENDCo will discuss these children with other schools on request. Where appropriate additional transition support will be given to SEND children who are moving on to secondary school and may find the transition difficult.

Complaints:

Regular communication between home and school ensures that concerns are promptly acted upon. If there is a complaint to be made, this can be done by contacting the Headteacher in the first instance, and then the governing body. A copy of the full complaints procedure is available from the office.

Monitoring and evaluation:

The SENDCo monitors the progress of children within the SEN system in school. The Special Educational Needs Register is reviewed termly and children will be added or removed from the register if their need for SEN support changes. During the course of the year the SENDCo is involved in a range of monitoring procedures in line with whole school policy; sampling of pupils' work, lesson observations, scrutiny of planning etc. Analysis of SEND pupil performance data is also undertaken in order to ascertain value added. The SENDCo provides governors with termly summaries of the impact of the policy on the practice of the school, along with the numbers of pupils identified as having SEN and a breakdown of needs of children on the SEN register. The SENDCo is involved in supporting teachers involved in drawing up individual support plans for children. The SENDCo meets with the Headteacher regularly to review the work of the school in this area. The SENDCo also meets with Governors annually to discuss SEND provision and practice. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

At Canon Burrows we are constantly striving to improve our methods of working and so new approaches are often trialled and adopted if successful, within the framework of the Special Educational Needs Code of Practice 2015.

Updated May 2019