



Special Educational Need
and
Disabilities
Policy & Guidelines

Cotsford Primary School is a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to.



Aims and Objectives for SEND Provision

To have a SEND policy and procedures that support success through:

- **Early identification and support for children with Special Educational Needs and Disabilities.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to achieve their individual targets.
- **Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SEND coordinator and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Securing and effectively deploying the necessary resources** essential for meeting the needs of children with SEND. This will be co-ordinated by the SEND coordinator / Headteacher and monitored for effectiveness and good value.
- **Working with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Parent Support Advisor, Educational Psychology Service, Speech and Language Therapy, Learning and Disability Support Service, Children and Adult Mental Health Service etc.
- **Creating a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by opportunities such as Children's Voice, contributing to planning and target setting.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SEND coordinator at Cotsford Primary School is Mrs Rachel Cook (Headteacher).

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

The SEND governor is Claire Fishburn who will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Identification of Pupils needs and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress and attainment for all pupils.

This may include progress in areas other than attainment, for example, social needs.

A Graduated Approach

Quality First Teaching

- Any pupils who are falling below their individual targets and who are significantly outside of the range of expected academic achievement will be monitored.

- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. This is initially through differentiated activities and support, but may also include 1:1 or small group work either within the class or by withdrawal to boost progress and get a child back on track for meeting their individual targets.
- The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.
- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' views
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
- Notes of these early discussions are known as 'Short Notes' and will be added to the pupil's record and a copy given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of

- assess,
- plan,
- do,
- review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches

that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where it is determined that a pupil does have SEN, a support plan will be written, shared with parents and reviewed on a termly basis. Parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will also encourage and support pupils to have a transition visit to their new setting prior to transferring.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Currently we also provide the following interventions either in small groups or on an individual basis depending on the intervention and needs of the child. This list is not exhaustive and can change depending on the needs of the advice from external specialists

- phonics
- reading & comprehension
- basic skills
- handwriting
- fine motor skills
- Listening Box
- Speech & Language
- Place 2 Be
- social skills
- sensory diets

Adaptations to the curriculum and learning environment

Cotsford Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SEND Coordinator is the designated person responsible for liaising with the following:

- Durham Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Therapy Service
- Occupational Therapy

- The Place 2 Be
- School Health
- Advisory Teachers for specific difficulties e.g. ASD, Hearing & Visually impaired
- CAMHs

and any other service engaged in order to support the needs of the child.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

In addition we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, sensory support, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Working in partnerships with parents

Cotsford Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SEND Coordinator may also signpost parents of pupils with SEND to SENDIASS where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires

- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000 (AWPU). Some pupils with SEND may access additional funding for High Level Needs and this is usually retained by the Local Authority, but can also be allocated as a Personal Budget.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Enabling pupils with SEN to engage in activities, information and associated services available to those in the school who do not have SEN

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Coordinator will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and across the Peterlee Partnership Teaching

Schools Alliance. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

We are a rights respecting school and therefore promote and respect the rights of all children and do not discriminate.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission of pupils with SEND

Please refer to the information contained in our school brochure.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Educational Health and Care Plans and those without.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

All additional provision and interventions are recorded, monitored and updated termly. Children requiring more intensive or specialist support will have their support recorded on an SEN Support Plan. These are updated by the class teacher. Interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

Monitoring arrangements

This policy will be reviewed by the SENDCo at least annually or earlier if any changes to the information are made during the year.

It will be approved by the Governing Body.

Links to other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Restrictive Physical Intervention
- Intimate Care