

Cavendish Primary School Policy and Local Offer

1. Introduction

Cavendish Primary School has three SENDCOs (Kirsty McCrindle EYFS, Sarah Hookes Y1-Y4 and Roisin Carroll Y5 - Y6) and a named Governor responsible for SEND (Kirsty Baird). They ensure that the Cavendish Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

At Cavendish it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required to better respond to the four areas of need identified in the new Code of Practice (September 2014).

We aim to:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To make clear the expectations to all involved in meeting the needs of the child
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

3. 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

The United Nations Convention of the Rights of the Child

Article 23 Children who have any kind of a disability should have special care and support, so they can lead full and independent lives.

Article 12 Children have the right to say what they think should happen when adults are making decisions about them.

4. What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to and different from that provided within the differentiated curriculum.

5. Roles and responsibilities

The Role of the SENDCO

The Special Educational Needs and Disability Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.

The role of the governing body and the SEND governor

The SEND governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 SEN policy.

6. SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEND and assessing their needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

The SENDCO and the child's class teacher will then decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the Teacher or with TA
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet with the class teacher to discuss One Page Profile targets and progress on a termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Partnership with pupils and parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs. At all stages of the special needs process, the school keeps parents fully informed and involved, taking into account of the wishes, feelings and knowledge of parents.

We encourage parents to make an active contribution to their child's education and 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 share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO through a school email address and telephone number.

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Assessing and reviewing pupils' progress towards outcomes via a Graduated Approach to SEND Support

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

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 experience levels of understanding and rates of progress that bring feelings of success and achievement.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Betteres the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's social and emotional development.

When any concern is raised it is the responsibility of the class teacher to take steps to address the issue. Parents are consulted and specific interventions may be put in place. The class teacher after discussion with the SENDCO will then provide additional adaptations within the classroom and provide targeted support in the form of a One Page Profile. These targets will be monitored by the class teacher and teaching assistants and reviewed with the parents and young person.

One Page Profiles, 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 outcomes, we ensure that children experience success.

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.

In order to help children with special educational needs, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCO 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 and attainment and behaviour
- Other teacher's assessments, where relevant
- The individuals development in comparison to their peers and national data
- The views and experience of parents
- The pupils own views
- Advice from external support services if relevant.

Wave 1

Every child will receive Quality First Teaching within the classroom, teachers will ensure:

- Tasks are differentiated appropriately for individual or groups of pupils
- A range of learning styles are acknowledged and provided for
- All pupil progress is assessed and monitored frequently.

Wave 2

Additional time-limited provision in the form of small-group intervention to accelerate progress and enable children to work at age related expectations. These interventions are for children who can be expected to 'catch up' with their peers.

Wave 3

Specific targeted interventions where Waves 1 and 2, on their own, are not having the desired effect. This will involve focussed teaching activities that tackle fundamental errors and misconceptions that are preventing progress.

Our approach to teaching pupils with SEND

Provision for children with special educational needs is a matter for the whole school. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural 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.

We also provide a range of interventions to support children e.g. Talk Boost, Dough Disco, 5 minute box, Numbers Count, Drawing and talking, Picture Detective, Motor Skills, Cogmed, SpLD, Social Communication Group, Nessy Reading and Spelling and Lego therapy.

Adaptations to the curriculum and learning environment

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, coloured overlays, visual timetables, larger font, recording devices, attention aids, slopping boards, move and sit cushions etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Our teaching assistants are trained to deliver a variety interventions. Teaching assistants will work with children on a 1-1 basis or in a small group depending on need.

We work with the following professions to provide support for pupils with SEN:

- Numbers Count Teacher
- Specific Literacy Difficulties Teacher
- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- Counsellors
- Mentors
- Outreach support workers
- Children and Adolescence Mental Health Service (CAMHs)
- School Nurse
- Physiotherapist.

These services may become involved if a child:

- Continues to make little or no progress despite considerable input and adaptations
- Continues working substantially below the expected standard of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the One Page Profile outcomes continues to be the responsibility of the class teacher.

School Request for Education Health and Care Plans (EHCP)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern to school staff. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The parents of any child who is referred for an EHCP will be kept fully informed of the progress of the referral. Children with an EHCP of special educational needs will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to high school, the SENDCO from the high school will be invited to attend the review.

Allocation of resources

The SENDCO is responsible for the deployment of support assistants, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to plan for future use of resources.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

Schools accessibility plan can be found on the school's website.

Complaints about SEND provision

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or the Headteacher.

If you are still not happy you can speak to the school SEND Governor. The Governing Body will deal with the matter through their agreed complaint resolution procedure.

Current date October 2020

Review date October 2023