

Cavendish Community Primary School

Special Educational Needs/ Disability (SEND) Policy



RESPECT

EQUALITY

POSITIVITY

RESPONSIBILITY

KINDNESS

COURAGE

Our mission: to create BRILLIANT citizens

Our vision, our values and our rights underpin all of our policies and the education that we deliver. Article 3 of the UN Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Cavendish Community Primary School safe and happy, igniting in them a life-long love of learning and helping them in becoming BRILLIANT citizens.

Cavendish Community Primary School SEND Policy



Introduction

At Cavendish Primary School we adopt a whole-school inclusive approach to students with Special Educational Needs recognising that the aims of education are the same for all students. Cavendish Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual and having high expectations for all children. We aim to provide a broad, balanced and creative curriculum within a nurturing environment in which all pupils can develop and achieve their full potential.

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.



Cavendish Primary School has three SENDCOs. They can be contacted via the school office office@cavendish.manchester.sch.uk or 0161 445 1815 or via the emails below.

Alison Cole is the SENDCO for Early Years Foundation Stage (Nursery & Reception). She can be contacted on a.cole@cavendish.manchester.sch.uk.

Sarah Hookes is the SENDCO and Inclusion Lead for Y1-Y4 (Key Stage One and Lower Key Stage Two). Sarah has been accredited through the National Award for SEND Co-ordination (NASENCO Award). She can be contacted on s.hookes@cavendish.manchester.sch.uk.

Roisin Carroll is the SENDCO and Inclusion Lead for Y5-Y6 (Upper Key Stage Two). Roisin has been accredited through the National Award for SEND Co-ordination (NASENCO Award). She can be contacted on r.carroll@cavendish.manchester.sch.uk.

The named Governors responsible for SEND are Ciaron Wilkinson and Jade Ellis. They can be contacted via the school office.

The SENDCOs 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.

Aims

Cavendish Community Primary School aims to:

- Ensure all procedures for identifying children with SEND are known and understood by everyone.
- Provide adjustments and adaptations within a balanced and broad curriculum, in a way that supports children with SEND.
- Use flexible and responsive teaching and learning styles to support children's learning.
- Set suitable learning challenges and overcome potential barriers to learning and assessment.
- Ensure clear, accurate and up to date records relating to SEND follow the child through the school.
- Raise staff awareness of and expertise with SEND through a programme of Continuous Professional Development.
- Work in close partnership with Parents/ Carers. Parents/ Carers are informed of and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress with class teacher.
- Maintain close links with the support service and other professionals and agencies to ensure there is a multi-professional approach to meeting the needs of pupils with SEND.
- All children, regardless of gender, faith, ethnicity, pupils with English as an additional language, Looked After or Adopted status or Additional Needs (emotional, social and behavioural difficulties) are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their primary school journey.
- Equip students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Ensure there is adequate resourcing for SEND.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- 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.

Legislation and guidance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice (September 2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- Equalities Act (2010): advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Sep 2014)
- Schools SEND Information Report (Sep 2014)
- Statutory Guidance on Supporting pupils in school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework (Sep 2013)
- Safeguarding Policy
- Accessibility Plan

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 adapted curriculum.

Identifying Special Educational Needs

Cavendish Community Primary School is an inclusive school, which is committed to offering all its students a broad and balanced curriculum, enabling them to become confident individuals so that they have a successful transition to adulthood. Cavendish Primary School provides a focus on outcomes for children and young people and not hours of provision/ support.

Adaptations to the curriculum are based on individual needs with the ultimate goal of including the young person with SEND socially and academically. Support should be appropriate to the young person's age and needs and aims to overcome barriers to learning. Cavendish Primary School identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Provision for students with SEND depends on their specific need and the impact that these needs have on their education. Therefore, a personalised approach is used. These four broad terms give an overview of the range of needs that should be planned for:

1. **Cognition and Learning-** this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia or dysgraphia.
2. **Social, emotional and mental health-** this includes any pupils who have emotional, social or mental health needs that is impacting on their ability to learn.
3. **Communication and Interaction-** this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
4. **Sensory and/ or physical-** this includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Please note the following:

- Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead a pupil being recorded as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has a specified need and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a special need.
- Identifying and assessing SEND for children or young people whose first language is not English, requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

A diagnosis of a need does not necessarily mean that a child has SEND and will require SEND provision, however, staff will be informed.

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 SENDCO 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 working in a distraction free space to work with the Teacher or with a Teaching Assistant.
- 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 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.

A Graduated Approach to SEND Support

At Cavendish Community Primary school, high quality teaching is our first step in responding to pupils who have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. This will be adapted for individual pupils and targeted at their areas of need. All children have an entitlement to a broad and balanced curriculum, which is adapted 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.

A range of professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

SEND support should take the form of a four-part cycle:

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents are in agreement).

Plan

Where it is decided to provide a pupil with SEND adaptations and adjustments, the parents must be notified by the class teacher. The class teacher should agree, in consultation with the parent, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. This will be documented on a One Page Profile and/ or One Page Profile +. One Page Profile +, 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. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains full responsibility for the progress of the pupil. They should work closely with the Phase Assistant Headteacher and/ or SENDCO and any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and challenges, if necessary.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. The impact and quality of the support and interventions should be evaluated. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Phase Assistant Headteacher and/ or SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SLT (including SENDCo).
- analysis of SEND pupil data on the whole school tracking system.
- monitoring of procedures and practice by the school SENDCo.
- School Self-Evaluation document.
- Local Authority moderation process and OFSTED inspection arrangements.
- meetings of parents and staff, both formal and informal.

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.

Learning strategies are matched to children's individual needs. These strategies include:

- Quality First Teaching.
- EEF (Education Endowment Foundation) 5 a day principles.
- Inclusive classroom environments.
- Trained and skilled staff who are experiencing in working with children with a range of learning difficulties and disabilities.
- An adapted curriculum which is matched to the needs of all our children. The benefit of this type of adaptive teaching is that all children can access lessons in the classroom while learning at their level.

- Regular advice and support from a wide range of specialists
- Use of break out rooms for small group work, interventions and/ or one-to-one learning activities (Key Stage 1 Hive, Lower Key Stage 2 Hive, Rainbow Room)

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 professionals to provide support for pupils with SEN:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- Play Therapist
- Mentors
- Y6 Primary Transition Mentor
- Behaviour and Wellbeing Mentor
- Outreach support workers
- Children and Adolescence Mental Health Service (CAMHs)
- Early Help Hub
- School Nurse

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 targets on One Page Profile + continue to be the responsibility of the class teacher.

School Request for Education Health and Care Plans (EHCP)

SEN support should be adapted depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of

the action taken by the school as part of SEN support, including any resources or special arrangements put in place.

The parents of any child who is referred for an EHC needs assessment will be kept fully informed of the progress of the referral. Children with an EHCP of special educational needs will be reviewed each term including 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, alongside Phase Assistant Heads, are 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 SENCOs form part of the Senior Leadership Team and meet regularly to evaluate and 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.

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

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing Body maintains a general overview and has two appointed SEND Governors who take particular interest in this aspect of the school.

The **SEND governors** 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** will:

- Work with the SENCOs and SEN governors 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.

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 the additional provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted by all staff.
- Liaising with and advising other school staff.
- Supporting staff to identify pupils with special education needs.
- Overseeing the records of all children with special educational needs.
- Carry out observations of pupils when requested to do so by Teachers/ Assistant Heads.
- Liaising with parents/carers of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with SENDCos in receiving schools and/ or other primary schools to help provide a smooth transition from one school to the other.
- Liaising with external agencies including educational psychology services, health and social services and providing a link between these agencies, class teachers and parents.
- Supporting staff in devising strategies and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Identification and review of children with SEND.

Each **class teacher** is responsible for:

- Providing Quality First Teaching for all children.
- Providing an inclusive learning environment.
- Following the EEF 5 a day principles.
- The progress and development of every pupil in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.
- 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.
- Assessing pupil's needs and planning appropriate adjustments, and support to match the outcomes identified for the pupil (in liaison with the Phase Assistant Headteacher, SENCO, Parent/ Carer and Pupil).
- 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 and making themselves aware of procedures for identification, monitoring and supporting pupils with SEND.
- Ensuring they access all relevant reports and information which are shared electronically on Edukey.
- Completing/ reviewing One Page Profile and One Page Profile + documentation on a termly basis, in collaboration with parents/ carers and children.
- Attending Annual Review/ Team Around the Child Meetings, when required. Completing and submitting all relevant Class Teacher paperwork prior to these meetings in a timely manner.

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 Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedure.

There are some circumstances, usually for children who have an Education Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Current date: October 2024

Review date: October 2027