



Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness

SEND Policy

Document History

Document held at:	School, Editor and Secretary to the Governors		
Committee Responsible:	Teaching, Learning & Standards		
Document Version	Date	Author/Editor (ED)	Version Identifier (mmyyyy_ED)
Original:	Sep 2020	KW	15092020_KW
Last Reviewed:	Nov 2024	KW	112024_KW
Next review due:	Nov 2025		

This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

CONTENTS

1. Curriculum Statement
2. Definition of SEND
3. Identifying Special Educational Needs
4. Roles and Responsibilities
 - 4.i The Governing Body
 - 4.ii The Head Teacher
 - 4.iii The SENDCO
 - 4.iv The Role of the TA
 - 4.v The role of the parents/ guardians
5. Education Health and Care Plans
6. Medical needs
7. Assessing and progress tracking

1: Curriculum Statement

Intent

At Cam Hopton C of E Primary School we are committed to equality and inclusion. We recognise that all children are unique and that all children have individual needs and as a school we aim to support every child to enable them to reach their full potential. We pride ourselves on our inclusive ethos and our aim to nurture and support each child to ensure they are happy, settled, develop a love of learning and experience 'Life in all its fullness'.

Our Ethos is one of collaboration and inclusion. All staff, parents/ carers and professionals work together to enable every child to access learning at their level of need. We have high expectations for all children and, where needed, will provide an alternative learning experience to ensure all children are able to flourish. At Cam Hopton we are committed to raising the aspirations of, and the expectations for all pupils with SEN by providing a focus on outcomes, highlighting their strengths and working together to develop their abilities.

Rooted in our Christian values of respect, creativity, trust, forgiveness, generosity and perseverance, the whole school community works together in partnership to achieve this vision and support each other to do so.

Implementation

The school follows the Gloucestershire Guidance booklet and uses this as a tool to support all children with SEND.

All teaching staff are aware of their responsibility to provide a broad and balanced curriculum to all children. Through regular training and support, all staff follow the plan, do, review cycle to ensure all children's needs are being provided for. Regular input through review meetings with parents ensure all parties work together to support the children.

Use of I-Track and IASEND enable progress to be tracked regularly. This alongside the review of My Plans/+ enable all staff to monitor how well children with SEND are continuing to achieve. Regular reviews also enable any concerns to be quickly highlighted and acted upon.

Regular peer awareness sessions (as appropriate), enable children to be aware of each other's similarities and differences. This enables the school community to recognize and support each other. Support from outside agencies enable us to provide bespoke training to suit individual needs and ensure that all approaches to teaching and learning enable all children to progress.

Quality first teach is used to enable all children to make academic progress. My Plans/+ outline any additional support and enhancements needed to ensure all children have the opportunity to learn and achieve. In the case of a child with an EHCP, functional and alternative curriculums can be provided as needed.

Impact

Children with SEND make progress in line with their peers. Through targeted support and interventions, children with SEND continue to make good progress towards achieving their identified outcomes. All staff have high expectations of all learners and are aware how to meet their needs.

Children with SEND are supported with their mental health and self-awareness to enable them to attend school, build confidence and enjoy learning.

2: Definition of Special Educational Needs

The statutory definition of Special Educational Needs is described in the Special Educational Needs Code of Practice as follows:

‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability that either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority; or
3. Are under compulsory school age and fall within the definition of a) or b) above or would do so if special educational provision were not made available for them.’
(SEN code of practice 2014)

(Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.)

Consequently, a child that is operating significantly above their peers may also require special educational provision; please refer to the gifted and talented policy.

In producing this document we have drawn upon:

- The SEN Code of Practice 2014
- The Disability Discrimination Act 1995
- Agreed whole school policies on the curriculum, teaching and learning, equal opportunities and on assessment.
- The Achievement For All initiative
- The Gloucestershire Agreed Local Offer
- The Gloucestershire Graduated Pathway

The aim of our Special Education Policy is to ensure that:

- We identify and assess children with SEND as early as possible;
- All procedures for identifying SEND are known to all staff and understood by everyone;
- To ensure that all pupils with SEND are offered access to a broad and balanced curriculum, relevant to their specific needs;
- To ensure that children with SEND are regularly assessed and reviewed to ensure they are able to reach their maximum potential;
- To provide a working partnership with parents and ensure that they make an active contribution to the education of their child;

- To ensure that attitudes towards children with SEND are positive, constructive and supportive;
- We maintain close links with the support services, other professionals and agencies;
- Resources and staffing are used to maximise pupil progression.

3: Identifying Special Educational Needs (SEND)

Children identified as having Special Educational Needs may have a significant difficulty or a disability which is a barrier to their learning in one or more of the following areas:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to enable the school to plan the best course of action to support each child's needs, not to fit the child into a category. When planning a provision plan for a child, the needs of the whole child are considered, not just the special educational needs. Through discussions with the class teacher, parents/carers and the child, our aim is to ensure the provision provided will enable the needs of whole child to be supported. Before identifying a child as having a particular need, observations, intervention support and discussions with parents/ carers will take place.

4: Roles and Responsibilities

At Cam Hopton Primary school we recognise that responsibility for SEND is a matter for the whole school community. Roles and responsibilities with regard to SEND are designated in the following way:

4.i Governing Body:

- An appointed SEND governor to have responsibility for the implementation of the SEND policy;
- To be fully involved in developing and monitoring the SEND policy;
- To have an up to date knowledge of the SEND provision, including the funding and ensure it is being used to best support children with special educational needs;
- To ensure SEND is an integral part of the School Development Plan and that this aspect is regularly monitored.
- To meet regularly with the SENDCO and take on the role of a critical friend- to ask questions about progress tracking, support provided and costings.

4.ii The Head-Teacher

The Head-teacher has the responsibility for the day to day management of all aspects of the schools work, including the provision for children with SEND. The Head-teacher should keep the governing body fully informed and work closely with the schools SEND co-ordinator (SENDCO).

The Head-teacher should:

- Allocate roles and responsibilities to staff so that special needs are met;
- Liaise with Governors, SENDCO, Staff, Parents and external agencies;
- Ensure the needs of SEND children are monitored and reviewed regularly;
- Co-ordinate provision for children with SEND in conjunction with the SENDCO.

4.iii The SENDCO

The SENCO, working closely with the Head-teacher, senior management, teaching staff and Governor for SEND, should be heavily involved in the strategic development of the SEND policy and provision. The SENDCO has the responsibility for the day to day operation of the schools SEND policy and for the co-ordination of provision and resources. The SENDCO has a key responsibility to ensure that all staff are aware of the different provision for all children, especially those with SEND receiving intervention as highlighted below:



Universal: Quality First Teaching

Universal provision is the provision offered to all children in the form of our 'Quality First Teach.' All children at Cam Hopton are entitled to an inclusive, quality education that enables all learners to thrive.
(see teaching and learning policy)

Targeted: Additional intervention

Targeted provision describes specific, targeted and additional support for some children to enable them to make expected progress. Targeted interventions are often used to support groups of learners with similar needs and are not primarily SEN interventions, although children with SEN may receive this support. Targeted support may include TA led sessions in or out of the classroom and would be provided in addition to universal provision.

Specialist: Personalized intervention

Specialist provision targets personalized provision for the children who need highly tailored intervention to accelerate progress and enable children to achieve their full potential. This may include one-to-one or personalized interventions which take place outside of the classroom as part of the planned withdrawal. The SENDCO is likely to be involved to a greater degree in supporting teachers to meet the needs of the learners, drawing on the support of outside agencies where appropriate. A child being supported through a personalized provision will usually have an EHCP in place.

The SENDCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating the provision of support for children with SEND;
- To assist and advise teaching staff to ensure My Plans and My Plan+s follow the cycle of, listen, plan, do, review;
- To develop the schools provision map for parents, highlighting what support for SEND the school is able to offer;
- To support teaching staff with the writing of My Plans and My Plan +;
- To oversee the referral process, completing documents, liaising with parents, teachers and outside professionals;
- To arrange meetings with parents to discuss the child's needs and support the school can offer;
- To ensure SEND provision is mapped and the SEND register is regularly updated;
- Managing and supporting teaching assistants, advising on the type of support required and providing resources;
- Contributing to the In-service training of all staff;
- Ensures strong home school partnerships are developed and maintained;
- Reporting to the Head teacher and Governing body.

4.iii The Class teacher is responsible for:

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Through personalized target setting, all children with SEND have access to a creative curriculum with opportunities to succeed at their own level and beyond. The school has exemplary tracking procedures in place (please refer to assessment policy) and all class-teachers are able to use this information to judge where additional support is needed. In some cases, the Class Teacher will liaise with the SENDCO and the SENDCO will carry out informal assessment to determine which type of intervention or outside agency support is required. Class teachers are responsible for the writing of My Plans, record keeping, planning and provision in addition to their Quality First teaching.

My Plan

Children with special educational needs will have a My Plan. In partnership with parents, targets to support the child's needs will be developed. This will initially be done through a consultation with the parents, class teacher and SENDCO. When

developing a My Plan, the children's view is also important in ensuring the type of support outlined for the child will suit their needs. Children with a My Plan will record their thoughts individually or with a TA and this will also be used in discussion when planning their needs and outcomes. All children with a My Plan will be on the SEN register. As part of the cycle of listen, plan, do and review, the My Plans will be reviewed with parents three times a year. Where suitable, the review may take place in a meeting, via email or by telephone conversation. My plan reviews will be offered termly to provide an opportunity for staff and parents to meet and review the previous needs and outcomes.

Children with a My Plan will have an area of need identified as:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

My Plan +

Sometimes, needs identified in school and at home will require additional support from outside agencies. Where this multi-agency approach is needed, a co-ordinated assessment format is used to ensure all parties can work together fully. In this instance, a 'My Plan+' document will be developed to ensure all parties are aware of the child's needs. Children with a My Plan+ will have their plans reviewed regularly (on a 6 weekly basis or less if needed) to ensure that progress is monitored and adjustments can be made and additional support provided if needed.

Sometimes, a child may require additional support to continue to progress and this may be discussed at the review. If the child is not making the expected progress, despite all of the additional support, the Team around the child (TAC) may decide to request an assessment for an Education, Health and Care plan (EHCP).

Additional Responsibilities of the Class teacher:

- To maintain a SEND file for their class, ensuring it contains all of the relevant information and My Plan's for their class. To ensure all information about each child is also transferred to their secure SEND file.
- To ensure each child's My Plan is reviewed regularly using the listen, plan, do and review criteria.
- To support and direct the TA or HLTA to ensure they are aware of the child's needs and strategies for supporting them; providing materials where appropriate.
- To report to the SENDCO and Head teacher outlining the support being given and progress being made, and any areas of concern.
- To report on the progress of the children against their Needs and Outcomes.
- To develop and maintain a working partnership with the parent/ carer to enable the home school partnership to be successful in supporting the child.

4.iv The Role of the TA

Under the guidance of the Class teacher, the Teaching Assistants should:

- Carry out learning activities and interventions as planned by the Class teacher and/ or the SENDCO.
- Know which children in their care have a My Plan/ My Plan+ or EHCP and be aware of strategies for supporting them within the classroom and beyond.
- To keep records as required by the class teacher to monitor achievement.
- To be aware of the schools SEND policy.

4.v The Role of the Parent/ Guardian

In accordance with the SEN Code of Practice, the school fully supports the views, wishes and feelings of the child and their parents and the importance of their participation in decisions and the type of support provided. Parents' views will be sought in the first instance through the parental section of the My Plan and will be used to develop 'needs'. A meeting will then take place with the parent/carer, the class teacher and the SENDCO to discuss the needs and outcomes and the planned provision to support the child. The school would encourage the importance of open and honest dialogue with the child's needs at the centre.

In partnership with the school, parents/ guardians should:

- Raising awareness of any additional needs their child may have with the school at the earliest opportunity.
- Be involved in the review of their child's My Plan and have the opportunity to express their views on their child's progress and support their child through the fulfilment of the parental section of the My Plan
- Attend meetings with the class teacher and the SENCO if required.
- Ensure that their child attends appointments organised by the school or outside agencies.
- Inform the school of the outcome of any appointments with outside agencies or medical requirements.
- Celebrate their child's successes and ensure all steps forward are recognised.
- Ensure that regular communication with the school is maintained and that in the event that they feel their concerns are not acted on promptly, they follow the correct complaints procedures as outline in the complaints policy.

5: Education, Health and Care needs, assessments and plans (EHCP):

Information sharing is vital to support an effective assessment and planning process that fully identifies needs and outcomes and the education, health and care provision needed by the child or young person, (2014 SEN Code of practice).

The changes to the special Educational Needs Code of practice replace statements with EHC plans. When writing a plan there is now a large emphasis on closely involving children & parents and collaboration between agencies involved in the plan. An EHCP is accessible if a child has such needs that cannot be met through the schools SEND budget. Children with EHCP's will need additional support or specialist support to enable them to continue to progress.

Children with an EHC plan will continue to have a My Plan so that small steps of progress can be made towards the EHCP outcomes. The EHCP will be reviewed annually, or sooner if required. Regular reviews with vital agencies will continue to take place to ensure that the child continues to progress against their needs and outcomes.

Some children with an EHCP may need a personalised or alternative curriculum to enable them to progress towards their outcomes. This will ensure that precision teaching enables them to make progress and that all of their needs are supported within their timetable. Lessons within class are always encouraged and where possible highly differentiated to enable them to be included within sessions with their peers.

6: SUPPORTING CHILDREN WITH MEDICAL CONDITIONS:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. If a child with medical needs also has special educational needs a plan will be provided to bring all of their needs together. In this instance an EHC will be developed. In some cases a health care plan or a personal care plan will be sufficient to support the child.

In the case of incontinence, an intimate care plan will be written in conjunction with the parents, Health care professionals and child (if suitable) so that support and care is given.

7: Progress Tracking

At Cam Hopton all children are continually monitored using an online tracking system. For most children with SEND, I-Track will enable teachers and parents to monitor progress and highlight any areas of concern.

For children with an EHCP, who are working significantly below their chronological age group, a system called IASEND is used. IASEND is a tracking system which follows the National Curriculum but has been broken down into smaller, more achievable targets. For some children, working with a personalised curriculum, these targets can then be used to develop a bespoke progression of skills which enables them to show their small steps of progress.