

# Townley School and Pre-School



## **Special Educational Needs and Disability Policy**

## **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 do so if special educational provision was not made for them.

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.

The Children and Families Act 2014 came into force from the 1st September 2014. A new SEN Code of Practice accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Cambridgeshire's SEND Local Offer website: [www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Introduction**

At Townley School and Pre-School we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, a broad and balanced curriculum for all children and systems for early identification of barriers to learning.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (July 2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN information report regulations (2014)
- Statutory guidance on supporting student at school with medical conditions (April 2014).
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

The development of our SEND policy involved:

- The Headteacher/
- SENDCo's (Special Educational Needs and Disability Coordinator)
- The Governor responsible for SEND

## **Aim and Objectives**

### **Aim**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Objectives**

- To identify and provide support as early as possible for individuals who have additional needs to remove any barriers to their progress.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all children to the life of the school.
- To develop the self-esteem of every child.
- To work in partnership with parents, carers and pupils.
- To work closely with external support agencies, where appropriate.
- To ensure all staff have access to training and advice to support high quality teaching and learning for all pupils.
- To work with the Governing body to enable them to fulfil their statutory mentoring role.

## **What are Special Educational Needs?**

A child or young person has Special Educational Needs or a Disability if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

In addition we identify SEN within the context of the usual differentiated curriculum within the school. Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to children diverse learning needs
- Aims to help children overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or physical needs

### **Responsibility for the coordination of SEN provision**

The person responsible for overseeing and coordinating the provision for children with SEND is currently Mrs Maria-Anne Higgins. In Pre-School Kerry Hammond shares this responsibly.

### **Governing Body**

There is a named governor with responsibility for SEND

The governing body are:

- Involved in developing and monitoring this policy.
- Kept up to date and knowledgeable about the provision and deployment of funding, equipment and personnel resources.
- Responsible for ensuring that inclusive provision is made for pupils who have SEN.
- Knowledgeable about the Code of Practice when carrying out its duties to pupils with SEN.
- Responsible for ensuring that the quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually.

### **The Special Educational Needs Disability Co-ordinator [SENDCo] is responsible for:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN
- Providing positive promotion, advice and guidance on SEN for class teachers.
- Maintaining the SEN register and overseeing the records of all children with SEN.
- Co-ordinating and developing school based strategies and interventions for the identification and review of children with SEN.

- Ensuring that appropriate educational provision is made for all those on the SEND register.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's Specialist Support Services, Educational Psychology services, health and social services and voluntary bodies.
- Providing Governors with up-to-date and accurate records of learners' Special Educational Needs and Disabilities and how they are being met.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.

At Townley School and Pre-School class teachers are responsible and accountable for the progress and development of children in their class, including where children access support from teaching assistants. High-quality teaching, differentiated for individual children, is the first step in responding to children who have SEN.

"High-quality" teaching and inclusion is a priority of the school. It is regularly monitored through observation and teacher appraisal.

### **Class Teachers and Pre-School management are responsible for:**

- Setting suitable learning challenges
- Ensuring that there is appropriate in- class differentiation
- Managing pastoral care and behaviour -for -learning
- Tracking the progress of learners
- Listening to and taking into account learner voice
- Ensuring their classroom is an inclusive environment for all children

### **Admission arrangements**

Please refer to the information contained in our school prospectus and Admission Policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN: those with Statements/Education, Health and Care Plans and those without.

### **Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

### **Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

### **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to additional support from the school's budget (or Pre-School's budget). The allocation of these additional resources are planned and prioritised according to need. For those with the most complex needs, additional funding

may be provided by the Local Authority as part of a Statement or Education, Health and Care Plan.

## **Identification of pupils needs**

In compliance with the SEN code of practice and SEND reforms, there is a graduated approach to the identification, provision and support for all children deemed to require special educational provision to be made for them at Townley School and Pre-School.

## **Identification**

See definition of Special Educational Needs on pages 2 and 3 of this policy 'What are Special Educational Needs?'

## **High Quality Teaching**

- a) Any pupil falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to assess their level of learning and possible barriers to learning. Half termly pupil progress meetings allow for more in-depth planning to meet the needs of pupils who are not making expected progress. This can include academic progress and other areas of the child's development, as identified by the four broad areas of need.

*Less than expected progress can be characterised as:*

- *Significantly slower than that of their peers starting from the same baseline*
- *Failing to match or better the child's previous rate of progress*
- *Failing to close the attainment gap between the child and their peers.*
- *Widening the attainment gap (SEND CoP 6.17)*

- c) The child's class teacher (or key person if in pre-school) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that is required.
- d) The SENDCo will be consulted for support and advice when necessary and may wish to observe the pupil in class. This information, together with the findings of the class teacher, will help to determine which level of provision the child will require next.
- f) If a pupil has recently been removed from the SEN register they will also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent consultations.
- i) Parent consultations are used to support the monitoring and assessment of the progress being made by children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be advised of this and the decision will be added to the SEN 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.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of pupil and parents. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions are effective. Advice from involved external support staff will help inform the assessment of need. School may decide, with parental permission, to involve external support staff for advice if not already involved.

## **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement will be sought and when appropriate work at home will be used to reinforce or contribute to progress. All those working with the pupil, including support staff will be informed of individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the desired outcomes.

## **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis and will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions ensuring links are made with classroom teaching.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress.

## Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulty they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity 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 Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not 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.

Further information about EHC Plans can be found via the SEND Local Offer:

[/www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/528/education\\_health\\_and\\_care\\_plan](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/528/education_health_and_care_plan)

or by contacting:

- School SENDCo
- **Cambridgeshire Independent Supporters Core Assets** [ISreferrals@coreassests.com](mailto:ISreferrals@coreassests.com)
- **Parent Partnership Service** on: 01223 699214 [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## Access to the curriculum

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school and 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 SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. 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 by the school that pupils would benefit from this provision.



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

### **Inclusion of pupils with SEN**

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school seek advice from external support services around individual pupils, as appropriate.

### **Evaluating the success of provision**

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through; pupil progress meetings held half termly in line with the SEN Code of Practice, progress meetings with parents and parental questionnaires. SEN provision and interventions are recorded on a school provision map by the SENDCo. An individual pupil's 'Assess, Plan, Do, Review' form, is updated by the class teacher at the end of an intervention and monitored by the SENDCo.

These 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 Head/SENDCo or SEN Governor who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN. The SENDCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all staff on SEN issues and have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is essential to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

### **Working in partnerships with parents**

Townley School and Pre-School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- 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. Where specific advice, guidance and support may be required the SENDCo may signpost parents of pupils with SEN to the Local Authority independent supporters; Core Assets and/or Parent Partnership service.

If an assessment or referral indicates that a pupil has 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 regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

### **Pupil Participation**

Pupil voice will be included in all aspects of SEN provision. The school will work to ensure that pupils are fully aware of their individual needs as appropriate and the outcomes in their personal IEPs. Steps will be taken to involve pupils in decisions which are taken regarding their education.

### **Links with other schools**

The school works in partnership with the other schools in the area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

This relationship also supports the successful transition process for pupils and their families.

### **Links with other agencies and voluntary organisations**

Townley School and Pre-School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The following are outside agencies that Townley School and Pre-School regularly works with:

- ☐ Cambridgeshire Education Psychology Service
- ☐ Specialist Support Services
- ☐ Speech and Language Service
- ☐ Occupational Therapy Services
- ☐ Physiotherapy Services
- ☐ Community Paediatrician
- ☐ Early Support Services
- ☐ March Area Locality Team

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

**Please note that if a child is not a Cambridgeshire resident then the child's home authority will be consulted and involved in the provision and any application for EHCP will be made through them.**