

Captain Cook Primary School S.E.N.D. Policy

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Part 1- Basic Information about the school's special education provision

1.1 The School's SEND Philosophy

Captain Cook Primary School adopts the following guiding principles with respect to pupils with Special Educational Needs and Disabilities (SEND):

- We believe that we should have high expectations of all children, ensuring that each child is encouraged to achieve his or her full potential, and that we should focus on the achievements of each individual.
- We believe that a key factor in encouraging each child to achieve this is the support that can be provided by a caring, sensitive and positive attitude, with the views of the child being taken into account. This approach will lead to the promotion of the individual's confidence and self-esteem.
- We believe that all children are entitled to Inclusive Education with access to a broad and balanced curriculum, and without any barriers to learning.
- We believe that it is necessary to adopt and rigorously maintain an effective system of SEND identification, monitoring, assessment and review.
- We believe in developing a partnership with parents and carers and in working collaboratively with all agencies to enhance the provision and welfare for each child.

1.2 SEND Objectives of the School

- To ensure that pupils with SEND are identified, assessed, and provision made at an early stage.
- To provide and maintain an effective system for continuous monitoring and regular assessment and review of the child's progress.
- To meet the individual needs of those children with SEND and remove barriers to learning by providing additional support and resources as deemed appropriate.
- To optimise the school's SEND provision by taking full advantage of external specialist and other advice facilities.
- To ensure that the views of the child are sought and taken into account.

- To work in effective partnership with the parents and carers, and to seek and take into account the views of parents and carers in respect of their child's particular needs.
- To take reasonable steps to ensure that the inclusion of a child with learning difficulties is not incompatible with the efficient education of other children.
- To ensure that SEND pupils receive an inclusive education which is broad and balanced.

The above objectives are achieved by the commitment of the school as a whole. In addition to the governing body, the school's head teacher, SENDCO, and all other members of staff have important responsibilities.

This requires effective SEND management and co-ordination by the SEND Co-ordinator with the support of all staff, and the provision of training and resources as appropriate.

1.3 SEND Co-ordinator

Mrs A. Morgan (SEND Co-ordinator or SENDCO) has designated responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities at the school.

1.4 Arrangements for Co-ordinating the Provision of Education for Pupils with Special Educational Needs

The school SEND policy had been prepared by the SENDCO, Head Teacher, and Deputy Head Teacher in consultation with staff and governors and with regard to the SEND Code of Practice 2015.

1.4.1 Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. As well as the governing body, the school's head teacher, the SENDCO, and all other members of staff have important responsibilities. The effectiveness of SEND provision depends greatly upon the teamwork of all involved.

The Governing Body, in co-operation with the head teacher, and with regard to the Code, determines the school's general approach to provision for children with SEND. It nominates one of its members to have special responsibility for this. It establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. It also reports to parents and carers annually on the school's policy on SEND.

The identified governor liaises with the head teacher, SENDCO, and when appropriate, individual members of staff, over matters relating to the school provision of SEND.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and the appropriate SEND training required for teachers and assistants. The head teacher keeps the governing body fully informed and also works closely with the SENDCO.

All Staff are involved in the development of the school's SEND policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The class teacher is responsible for every child's educational progress including SEND pupils. In order to do this for pupils on the SEND register, he/she will discuss issues with the SENDCO, the parents and carers, and where necessary relevant educational and external agency personnel. He/she will differentiate aspects of the curriculum as necessary and will prepare and implement specific targets through the child's School Support Plan. He/she will prepare reports for, and attend EHCP reviews. Each teacher has access to all relevant information relating to each SEND pupil via the individual pupil's SEND file.

Teaching Assistants dealing with SEND pupils support the child as directed by the class teacher and with additional advice from the SENDCO. They have access to information dealing with SEND conditions, and the class teacher will discuss the individual child's problems and needs. They have access to SEND resources and IT.

The SEND Higher Level Teaching Assistant works directly with SEND children either individually or within small groups to target specific areas of learning as outlined on the child's School Support Plan. The HLTA's role is monitored and directed by the SENDCO based upon identified need. The HLTA is available to provide support to other teaching assistants throughout the school regarding supporting SEND pupils.

The SENDCO, in collaboration with the head teacher, senior management team and fellow teachers is closely involved in the strategic development of the SEND policy and provision. The SENDCO has day-to-day responsibility for the operation of the school's SEND policy and for co-ordinating provision for pupils with SEND and, alongside Phase Leaders, monitoring progress of SEND children throughout the school.

1.4.2 The Role of the SENDCO:

- Works closely with parents and carers of children with SEND.
- Works closely with all staff including nursery.
- Liaises with external agencies including the LA's SEND team, educational psychologists, health and social services, specialist teachers and voluntary bodies.
- Provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.
- Contributes to the training of staff.
- Seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. Achieves this by the analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements, and setting targets for improvement.
- Collaborates with Phase Leaders and curriculum co-ordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.
- Maintains appropriate records for all SEND pupils and maintains the school's SEND register.
- Manages the SEND budget and resources.
- Observes pupils in class in order to provide advice to staff or to inform decision-making regarding future provision and/or support.
- Directs the work of the SEND HLTA and monitors the impact of provision.
- Manages and supports SEND teaching assistants in collaboration with the appropriate teaching staff.
- Liaises with colleagues in other settings including secondary schools to ensure an effective and smooth transition process.
- Reviews current strategies being used with a view to establishing how these might be enhanced.
- Evaluates sources of evidence, alongside the class teacher, as to whether a child is making adequate progress, to decide whether the child should require additional or different support.

- Collaborates with colleagues and co-ordinates the planning, monitoring and reviewing of SEN and School Support Plans.
- Organises annual reviews of EHC plans and liaises with staff, parents/carers and external agencies to collate information in preparation for reviews.
- Submits annual requests for Higher Needs Funding.

1.5 Admission Arrangements

Children who live in the catchment area will be admitted to Captain Cook Primary School. If places are available, children from outside the catchment area will be admitted to the school following discussions with, and at the discretion of the Head Teacher. In this respect children on a SEND register (without an EHC plan) are treated in the same manner as all other children. Once transferred to the school, placement on the SEND register would remain the same until staff are able to re-evaluate the degree of the pupil's needs in the new context and decide what action to take.

The LA will be involved in all cases of placement of children who already have an Education, Health & Care Plan to decide if this is a suitable school for them.

1.6 Inclusion Policy

In line with the SEND Code of Practice 2015, the school policy is that where parents/ carers want a mainstream education for their child, everything possible should be done to provide it.

The school would seek to adapt systems, teaching, and structures to meet needs, and fully involve the child who is disabled or has a special educational need. We would access all the appropriate networks of support to make sure that the child fully belongs to the school and all its varied activities.

The school is a single storey building which could help to facilitate access for pupils with certain physical disabilities. Some of the newer classrooms have specially designed facilities for disabled access, and ramps have been installed to aid disabled access within the Lower School building. A Disability Equality Plan exists to extend this as resources become available. Disabled toilet facilities are available in both buildings for both pupils and adults.

Part 2 - Information about the school's policies for the Identification, Assessment and Provision for all Pupils with SEND

2.1 Allocation of Resources

At the beginning of the financial year, the head teacher allocates a separate resources budget to the SENDCO. The SENDCO then prioritises and orders those resources identified during discussions with staff and head.

SEND resources are kept separate from classroom resources in the Lower-School Resource Room and Upper-School Study. Resources currently available include a range of books and multi-sensory literacy and mathematics activities, ICT software such as Lexia, Nessy, Wordshark and Numbershark, a higher interest / lower ability fiction library, a resource bank of material for staff and parents and carers, and a range of assessment and intervention materials.

2.2 Early Identification, Assessment and Provision

2.2.1 Early Years - Foundation Stage (ie. Nursery and Reception)

Practitioners work closely with parents and carers to help children develop in the following areas of learning:

- Personal, social, and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The practitioners, during their day-to-day contact with the children are continually assessing the child's progress and development towards the Early Learning Goals.

After discussion with SENDCO and parents/carers, the staff may consult / seek advice from Health Visitors or refer the child to Speech and Language Therapy. If further support is required the SENDCO may refer to the School Health Paediatric Consultant and/or Educational Psychologist for assessment. The child will be put on the SEND register if it is assessed that he/she is not making adequate progress.

The early education practitioners collaborate with the SENDCO to devise a School Support Plan which is discussed with parents/carers in order that staff and parents/carers are working together to support the child's learning. The School Support Plan is designed to provide individual targets and to monitor the support implemented and its impact. The practitioners provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. Initially support will be

provided 'in-house', for example in the form of additional intervention programmes or additional support from the teaching assistant or SEND HLTA; however if it is felt that progress is slow, additional advice or support may be requested from an outside specialist, including the Educational Psychologist or Health teams such as CAMHS or the Cleveland Unit.

If the additional support provided by outside agencies is not effective, it may be considered necessary to request an assessment for an EHC Plan. The procedure for this is described under the Primary Phase (see 2.2.2 below).

2.2.2 Primary Phase - Early Identification, Assessment and Provision

The child's performance is continuously monitored by pupil observation and assessment carried out by class teachers.

The following additional data is available for use:

- All information from the Early Years phase is passed to the Primary phase
- Baseline Assessment scores
- Termly teacher assessment data.
- Statutory assessment data – Phonic Screening test (Y1), SATs (Y2)
- The child's performance as compared with prior attainment and national expectations.
- Standardised phonic recognition, reading and spelling tests carried out at regular intervals (as appropriate).
- The child's performance against the level descriptors within the National Curriculum at the end of a key stage.
- Other standardised screening or assessments.

If, on the basis of observation and data collected, the teacher identifies an *initial cause for concern*, a discussion will take place with the SENDCO. The parents/carers themselves might express concerns or provide information about their child which is relevant to their progress.

The areas of concern are defined as:

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

This concern will then lead to discussion with parents/carers. It may be necessary to make further assessments including the whole range of circumstances bearing upon the child's difficulty, eg language, medical issues, external factors etc. The focus will be on the child's needs not on any disability he or she may have. The child's feelings and perceptions will be taken into consideration. In some cases where considered appropriate, external advice may be sought even at this early stage.

In some cases, where the child is clearly not making adequate progress the class teacher or SENDCO will discuss with the parents/carers the need for the child to be placed directly on the register of Special Educational Needs.

The following actions happen:

- The class teacher or SENDCO will discuss with the parents/carers the need for the child to be placed on the register of Special Educational Needs.
- Once the pupil's name has been entered onto the SEND register, the SENDCO becomes responsible for overseeing the pupil's progress.
- The SENDCO establishes a formal folder (kept in the filing cabinet in the Upper School Study) to contain all the SEND records associated with the pupil.
- The class teacher provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.
- The class teacher, in consultation with the SENDCO, prepares a School Support Plan for the pupil. The school uses a standard form.
- The School Support Plan describes the child's special educational needs and details specific targets, criteria for achievement, details about support to be provided in school and how parents/carers can help.
- The pupil is given opportunity to share their own feelings about their progress and needs. These views are taken into account by the teacher when setting the targets. The targets are discussed with the child.
- Parents/carers will either come to school to discuss the child's targets as outlined by the Provision Tracker or they will be sent a copy on which they will be invited to comment.
- Additional teaching support will be available as required. This is most likely to involve working 1:1 or in a small group with a Teaching Assistant following a carefully targeted programme of work which addresses the child's difficulties.
- It may be considered appropriate to seek advice from external educational advisors or health professionals.
- The School Support Plan is reviewed at the end of each term.
- At the review date the class teacher, with the child, and in collaboration with the SENDCO, reviews the child's progress and the effectiveness of the support provided. The class teacher completes the review comments. The parents/carers will come into school to discuss the progress made. Alternatively the School Support Plan is forwarded to them outlining the review comments and the next set of targets, with an invitation to comment.
- The class teacher, SENDCO, and any other adults who have been involved discuss the pupil's progress in consultation with the parents/carers. The parents/carers are given copies of any written reports. It is then decided what further action is required. Whatever action is to be taken, the parents/carers will be involved.
- If the child has made such progress that they no longer need additional support, and their needs can now be met by the differentiated curriculum available to all pupils, the child's name may be removed from the SEND

register. As with all children in our school, progress will then continue to be closely monitored by the Phase Leaders.

- If however progress is still inadequate, additional support may be sought from external services such as the Educational Psychologist or Health teams such as CAMHS. Such professionals will review the child's records and work with the teacher and SENDCO to advise on new and appropriate targets and accompanying strategies. They work closely together with parents/carers, pupils and school to facilitate the process and share information.

Children with Complex Needs

Some children in our school may present with complex needs (see Appendix A). These children will follow the procedure as outlined above for all children with SEND, however in addition they may require individual support for some or all of the day in order to be able to access the curriculum and/or function within a mainstream setting. School will apply to the Local Authority Higher Needs Funding Matrix for these children. This process allocates funding based upon a points system by which differing categories and levels of need accrue different amounts of points. Applications to the matrix are moderated annually by SENDCOs from other schools within the Authority; the Local Authority groups schools together for this purpose. A SEND Support Plan will also be put in place for all children with complex needs. A Local Authority pro-forma is used for this, and the targets identified on the SEND Support Plan feed into the child's termly targets.

Request for an EHCP needs assessment

School may also make an EHCP needs assessment request if that is felt appropriate. An EHCP is needed for admission to Alternative Provision. The LA conducts a thorough review of the pupil's SEND records, and a panel makes a decision with regard to set criteria. Parents/carers are informed of the LA Parent Partnership scheme which can support them through this process. Parents/carers may also request an EHCP assessment is initiated independently of school.

Annual reviews are held to make sure that at least once a year the parents/carers, the school, and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the EHC Plan. The pupil's views are also taken into consideration. The procedures followed are as set down in the SEND Code of Practice. If necessary a SEND Officer from the Local Authority may attend the Annual Review, this is particularly the case for Y5 reviews where consideration will need to be given to secondary transition. In most cases, however, the SEND Officer will not attend and the SENDCO will assume responsibility for completing all paperwork and forwarding to the Local Authority so that the EHC Plan can be amended.

If, at the Annual Review, all parties agree that the child's progress has been such that he/she would no longer benefit from the EHC Plan, then the Plan will cease.

If an EHC Plan is still considered appropriate, it may be amended and the parties agree on targets, provision and support for the following year. Interim reviews may be held if felt necessary.

2.2.3 Transfer Arrangements

Consideration regarding Secondary transition for children with an EHC Plan will be made at the Y5 Annual Review, so that the parents/carers can apply through the normal admission process. The Annual Review for Y6 will be held in the autumn term; this will be an interim review so that the Plan can be amended to reflect the Secondary placement. The child's Plan has to be amended by 15 February in the year that the child is due to transfer so that all arrangements for the child's secondary placement can be completed no later than the beginning of March. This is so that advance arrangements relating to the placement can be made and to ensure that parents/carers and children feel confident and secure about the arrangements.

When children with an EHC Plan leave school to go to another area, the SENDCO will discuss the child's EHCP with the Special Needs Officer in the receiving LA. On transfer, SENDCO will liaise with the receiving school and forward the SEND file.

When children who are on the SEND register without an EHC Plan transfer to any other school the SENDCO will liaise with the receiving school SENDCO and forward the SEND file to that school.

2.3 Curriculum Entitlement and Integration of Children with SEND

During the Early Years phase, all children follow the government's early learning goals. Once past this stage, all children at the school, including those on the SEND register, follow the school curriculum. Class teachers provide differentiation of learning activities within the curriculum when necessary for SEND pupils. The class teacher plans and uses resources as appropriate including any specific SEND resources and IT.

There is a policy that the personal achievements of all children including SEND, are acknowledged and rewarded on a regular basis, eg "The Pupil of the Week", and collection of points towards certificates awarded by the head.

Some children will receive additional small group or individual support either from TAs or from outside agencies. The SENDCO oversees and coordinates the additional support timetable and the focus of the teaching, in collaboration with the class teachers, to optimise the benefit to each child. When the children are out of class, the teacher ensures that the child does not miss essential teaching.

Information about “The Main Project” at Beverley School and Daisy Chain (charitable organisation) is provided for the parents/carers of pupils with Autistic Spectrum disorders. These organisations provides support, information, advice and social activities.

Children who have allocated hours of support with an assistant will have an inclusive education in which the teacher and SENDCO work together with the assistant to ensure the child receives a broad and balanced curriculum.

2.4 Criteria for Evaluating the Success of the Policy

The following areas are considered in examining the effectiveness of the SEND policy:

- Effective procedures for early identification, assessing, monitoring and reviewing children with SEND
- Accurate and up to date records of all pupils who are registered as having SEND
- An accurate register of children with SEND
- A reasonable throughput of children which demonstrates that children make progress
- The school and agencies meet the needs of children with SEND appropriately
- All members of staff apply SEND procedures appropriately
- Parents/carers attend Annual Reviews and meetings with staff to discuss the progress of their child
- Parental satisfaction with SEND support
- Individual children’s satisfaction with SEND support
- Staff training is monitored and should reflect the needs of the staff
- Agency support is reviewed annually

The effectiveness of the SEND policy will be discussed at the governors’ meeting and this information will be included in the governors’ annual report to parents/carers.

2.5 Arrangements Relating to Parents/Carers’ Complaints

In all cases of complaint, parents are advised to discuss their concerns with the class teacher, SENDCO and/or head teacher. The school has adopted the complaint procedure recommended by the LEA. Information regarding the Parent Partnership Service is available in school.

Part 3 - Information about the School's Staffing Policies and Partnerships with Bodies beyond the School

3.1 In-Service Training

An evaluation of training needs is made each year. Training needs are identified and linked to the school development plan.

The SENDCO regularly attends in-service training and also provides help, advice, and training for other members of staff.

3.2 Links with Other schools and Outside Agencies

The SENDCO liaises with SENDCOs from other primary and secondary schools to discuss SEND issues and individual children where appropriate.

Visual Stress testing can be carried out by the SENDCO.

We buy in the services of an Educational Psychologist (Dr. Craig Small). His work is directed by the SENDCO.

We can also access support through the Hearing-Impaired and Visually-Impaired Services.

There are close links with staff from The Beverley School, who can provide out-reach work for children with Autistic Spectrum Disorders, and training for staff.

The Health Authority provides Speech Therapy, Occupational Therapy, Physiotherapy, Nursing Support, Orthodontist, School Doctor, CAMHS team and the Paediatrician. Health Visitors may have contact in the Early Years.

Social Services provide support when involved with Looked After Children.

The SENDCO has information regarding voluntary organisations and the Children with Disabilities Team which is made available to the parents and carers where appropriate. Information flyers are provided for parents and carers to access in the entrance foyer.

The SENDCO also attends meetings and training courses organised by voluntary organisations.

3.3 Partnership with parents/carers of pupils with SEND

It is our aim to involve parents and carers as fully as possible so that they may be supportive partners in meeting the special needs of their children.

Parents/carers are the first and foremost educators of their children and often have insights about their own child which can illuminate planning and make the whole educational process more effective.

The school has an “open door policy” for parents and carers and promotes a culture amongst staff in which parents and carers are made to feel very welcome. The head teacher, SENDCO and class teachers are only too willing to discuss issues either in school or over the telephone.

In addition to the twice-yearly “whole school” parent consultation evenings, parents and carers of SEND children are encouraged to have regular informal contacts with the class teacher and/or SENDCO. This is to discuss the child’s progress, keep the school updated about any external issues which might affect the child, discuss how the parents and carers might best be supported, and how the parents and carers might best be able to help the child at home.

Before any action is taken to provide extra support or involve outside agencies, parents and carers are always consulted and agreement sought.

Parents and carers are involved throughout all stages of the SEND procedures as covered in the appropriate text.

Parents and carers of children on the SEND register should be aware that neutral and independent support exists in the form of the “Parent Partnership Service”. Information and contact details are available from the school.

The COMPLEX LEARNING DIFFICULTIES AND DISABILITIES Research Project

PROJECT DEFINITIONS

Definition of Complex Learning Difficulties and Disabilities

Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive. They need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile. In the school setting, learners may be working at any educational level, including the National Curriculum and P scales. This definition could also be applicable to learners in Early Years and post-school settings.

This definition specifically applies to England but might also be relevant to the curriculum context of other countries.

CLDD Research Project

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