



Special Educational Needs and Disability (SEND) and Inclusion Policy

Ratified:

Chair of Governors:

Review:



Special Educational Needs and Disability (SEND) and Inclusion Policy

Cuffley “school accurately identifies disabled and those who have special educational needs. Teachers and teaching assistants provide well-planned and well-targetted extra support. The school works closely with parents, carers and outside agencies.” (OFSTED, 2-3 October 2013)

Introduction

“All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training”*

(Special educational needs and disability code of practice: 0-25, July 2014)

We, at Cuffley, ensure that our pupils have a broad and balanced curriculum that is creative, inclusive and encompasses a variety of school visits, residential trips and visitors. All our teachers set high expectations for every pupil whatever their prior attainment. Challenging targets are set and areas of difficulty are identified and addressed. Lessons are differentiated to meet the needs of all children, including those with SEN and disability. Potential barriers to learning are identified and targeted support is given.

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Cuffley School where all children are learning to learn.

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2014:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some point in their lives. Children fulfil the criteria if they:

- *have significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age;*
- *are under school age and fall within the definitions above or*
- *have social or emotional difficulties that interfere with their ability to learn.*
- *Children must not be regarded as having a SEND needs solely because:*
 - *they have a disability;*
 - *the language of their home is different from the language in which they will be taught;*
 - *slow progress or low attainment or*
 - *persistent disruptive or withdrawn behaviours.*

Background and Legal Context

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2014, and the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014

All schools are required to publish an 'SEND information report (available at the school office and published on our school website), showing the arrangements for the admission of children with SEND.

Aims and Objectives

Every school is required to identify and address the SEND of the pupils that they support. Cuffley School will:

- aim to identify needs at the earliest point and make effective provision;
- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything that we can do to meet children and young people's SEND;
- ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND;
- identify the roles and responsibilities of staff including a designated teacher to be responsible for co-ordinating of SEND;
- ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school are making special educational provision for a child and
- ensure that our children have a voice in this process.

Identifying SEND in school

It is our aim to identify a child with special educational needs as early as possible. The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils and have termly progress meetings with the Head and Deputy.

For some children, SEND can be identified at an early age (aided by observations against the Early Years Foundation Stage Profile). For older children, identification is made through a number of assessments which could include end of Key Stage tests, optional tests, teacher assessment, standardised tests, pupil tracking systems and observations.

Working in partnership with parents/carers and the children themselves, is an essential part of this process.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. The school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

SEND Provision

A child that is identified as having SEND will be categorised as "SEN Support" in school.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our first step in responding to pupils who have or may have SEND is first quality teaching. Information from a wide range of sources including discussion with the pupil, parents/carers, teacher and or SENCO will be gathered to determine the needs and provision for the child.

If our assessments (including diagnostic testing in Maths and English) show that a child may have a learning difficulty, we use a range of strategies to remove any

barriers to pupil achievement. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents/carers informed and draw upon them for additional information. The SENCO will support the teacher and if necessary make further assessments of the child's needs. The child's additional support is shown in our termly Provision Maps, across each year group. Following discussion with parents/carer; advice from external agencies may be sought, implemented and reviewed.

Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers. This should then help determine the support that is needed and whether something different or additional is required.

If a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Strategies employed to enable a child to progress will be recorded on the school Inclusion Register and two sheets that follow a person centred approach. (Both parents and the child can contribute to these).

If the child needs support from only one agency then a 'Single Service Referral' is completed, however, if advice is required from more than one agency then a 'Common Assessment Framework' is completed. Following the completion of the e-CAF professionals from the various agencies involved will set up 'A Team around the Child'. The parents / carers will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.

SEND support will be adapted or replaced depending on how effective its impact has been in achieving the agreed outcomes. Where, despite taking 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 / carers may consider requesting an Education, Health and Care needs assessment (see Chapter 9 of the Code of Practice June 2014 for further details).

The class teacher will plan and in some cases deliver (or the LSA), appropriate 1:1 or group intervention, which will focus on a specific programme of support. This will be in consultation with the SENCO. When this has been completed the teacher (and in some cases the SENCO), will then review the support and feedback to the child and parents, ensuring that everyone has an opportunity to contribute their views.

Roles and Responsibilities

The role of the SENCO

The SENCO is Mrs. Martin, a qualified and experienced teacher, who is also the Deputy Head.

The key responsibilities of the SENCO include:

- ensuring that the school's SEN Register, Inclusion Register and Provision Maps are monitored and updated regularly;
- co-ordinating the provision for children with SEND;
- assessing the impact of 1:1 and group interventions;
- liaising regularly with class teachers and discussing attainment and impact of provision in Pupil Progress Meetings;
- supporting and advising colleagues on the identification and monitoring of children with SEND;
- leading and contributing to in-service training for staff;
- liaising with and advising parents of children with SEND;
- managing the role and responsibilities of the LSAs
- informing the governors of new SEND legislation and the funding needed to meet SEND throughout the school; including reporting back on how resources are used;
- reviewing the SEND policy and SEN Information Report, (school offer) in consultation with the Head teacher, staff and governors;
- working with the Head teacher and governors in ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- making any referrals to external agencies when a formal assessment of a child is deemed necessary;
- arranging the annual reviews of children with EHC plans and to invite appropriate outside agencies to make a contribution to the review;
- contributing or acting as lead professional (if appropriate) in the CAF process for children with multiple needs, coordinating services to work efficiently together to set targets;
- in addition, the SENCO attends regular SEND updates to further develop knowledge and understanding.

The role of the Class Teachers

Quality first teaching includes understanding of:

- a. the different learning styles of pupils;
- b. the different educational and behavioural needs of pupils;

c. the range of different teaching approaches (including inclusive friendly classrooms).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from LSAs and external agencies.

This includes:

- consulting with and keeping the SENCO informed of any change in a child's educational, social or emotional need;
- implementing the teaching needs of children with an EHC plan;
- planning and supporting LSAs/outside agencies in delivering interventions
- updating the year group Provision Map and the Inclusion Register regularly- monitoring those children who may be a cause for concern;
- liaising formally with parents/carers to discuss progress, 'What went well' sheets;

Teaching and Learning (Educational Equality and Inclusion)

Our school is committed to ensure the equality of opportunity for all of our pupils. We want children with SEND to enjoy the same level of success, achievement, opportunity and self-esteem as other pupils.

Teachers use a wide range of strategies to respond to children's diverse learning needs by:

- providing lessons planned to address the potential areas of difficulty and remove barriers to pupil achievement;
- setting suitable learning challenges and respond to children's diverse learning needs;
- providing support for children who need help with the four broad areas of need (see appendix 1): communication & interaction; cognition and learning; social, emotional & mental health difficulties and sensory and/ or physical needs;
- providing clear learning objectives and success criteria, with work differentiated appropriately and marked using our "Responding to Children's Learning" document;
- having high expectations of all pupils, including those with SEND;
- using recommendations and advice from external agencies and on-going assessments when planning.

Our inclusive approach to teaching and learning means we try to minimise the withdrawal of children from the classroom setting. However, there are occasions when working in a small group of children or in a 1:1 situation outside the classroom, may maximise their learning and enable children to reach their full potential.

The role of Learning Support Assistants (LSAs):

The key responsibilities of LSAs include:

- to be familiar with the Provision Maps in their year group and the needs of individual children on the SEND register;
- to support children with SEND according to their identified provision and advice from external agencies;
- to work with small groups of children during the daily literacy and maths lessons in the class setting or withdrawn for 1:1 support on programmes of intervention;
- to keep records/ observations to feedback to the class teacher on progress of individual children to enable a full assessment to be made of children with SEND;
- to support the children by encouraging independence, providing strategies to develop self-help skills;
- to be involved with the class teacher in regular assessments and in target setting;
- to be provided with plans which indicate their part in the literacy and maths lesson that week;
- to be provided with feedback on literacy and maths lessons with the teacher both informally and annotate plans to show assessment of child's progress.

The role of the Headteacher

The key responsibilities of the Headteacher include:

- informing and liaising with governors on special needs provision;
- ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development;
- policies as a whole are monitored and reported to governors.
- ensuring that complaints regarding SEND provision are dealt with in accordance to the LEA guidance for school-based complaints procedures;

The role of the Governing Body

The key responsibilities of the Governing Body include:

- regard to the SEN Code of Practice when carrying out their duty towards all pupils with special educational needs;
- securing the necessary provision for any pupil identified as having SEND, including those covered in the Equality policy;

Lorraine Painter is our SEND Governor and is responsible for overseeing the school's provision for children with SEND.

- The SEND Governor works alongside the SENCO to monitor SEN provision and impact across the school.

- The SEND Governor ensures that all Governors are aware of the school's SEN provision.

Partnership with parents

Our school works closely with parents to support pupils with SEND.

- Parents of children with SEND will be informed at each stage and will be regularly provided with school information about how to help their child at home.
- School will work in partnership with parents and children, setting out any additional provision and reviewing this termly.
- School will liaise and monitor progress with parents at twice yearly Parent Consultation Meetings, and at any other appropriate time, as necessary;
- Additional meetings can be arranged to see the SENCO or support staff by appointment.

Pupil Participation

We encourage children to take responsibility for their learning and to make decisions. (6Rs for learning)

Children are involved at an age appropriate level in discussing any additional provision and contributing to review meetings. Children are encouraged to make judgements about their progress and to celebrate success.

External support agencies

A wide range of external agencies will be involved in assessment with the full involvement of the parents (see information report for list of agencies).

- Parents are invited in to school to discuss and contribute to referrals being made.
- All information with external professionals will be discussed with the person involved directly, or where this is not possible, in a report.
- External agencies are invited into school to provide INSET for staff and to offer advice.

Management and co-ordination

- The implementation of the policy will be undertaken by all the staff and overseen by the SENCO and the Head Teacher. SEN files will be kept in the Deputy Head's Office.
- Copies of Case Studies/ Provision Map will be used as a working document by the class teacher and learning support assistants.
- A copy of The Code of Practice is also kept in the office for reference purposes.
- The policy will be monitored by the Head, SENCO and Subject Leaders in their planning scrutiny.

- The policy will be evaluated and reviewed by the SENCO in the first instance and then whole staff and governors.
- Monitoring and Evaluation
- Each class teacher is responsible for contributing to our termly Provision Map for the children in their class/year group who have any additional needs. These are discussed with the Headteacher and Deputy at the termly progress meetings.
- The SENCO is involved in supporting teachers with provision through pupil progress meetings held termly.
- Regular meetings are held between the SENCO and the Headteacher to review the work of the school in this area.
- The SENCO provides staff and governors with regular updates on the impact of interventions.
- The Governing Body reviews this policy and the Accessibility plan regularly and considers amendments in the light of new initiatives.
- The SEN Governor works alongside the SENCO to ensure the policy is being followed to deliver the planned aims stated in the policy.

Medical conditions

Our school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. We follow local authority and national guidelines.

Allocation of Resources

Schools in Hertfordshire are allocated additional funding to meet the needs of pupils with special educational needs.

- The SENCO works with class teachers and LSAs to ensure appropriate resources are available for children with special educational needs. This could include equipment such as seat wedges, numicon for visual aids during maths, games to address social and emotional issues or applications for laptops/IPADS.
- The Headteacher informs the Governing body how the funding is allocated to support special educational needs provision.
- In extreme cases it is possible to apply to the local Exceptional Needs panel for additional funding. The SENCO attends termly cluster meetings looking at schools local applications.

Secondary school liaison

Our school works closely with all settings at time of transition. We have meetings with parents before children enter the school system. Extra visits can be arranged. We also have strong links with our local secondary schools to ensure smooth transition of relevant information. We hold meetings with Year seven tutors to

discuss individual children's needs (see Chapter 8 of the Code of Practice June 2014, Preparing for adulthood from the earliest years). This includes within school transitions.

SEN complaints procedures

Should there be a complaint about the school's SEN provision the parent/carer should arrange a meeting with the class teacher and the SENCO in the first instance. It may be necessary for the SENCO to involve the Headteacher in resolving the issue. Parents can involve the SEN Governor.

- Cuffley follows the Hertfordshire County Council complaints procedure.

Other relevant policies...

- Safe guarding of Children
- Disability Equality policy
- Behaviour policy
- Accessibility policy
- Supporting pupils at school with medical conditions 2014
- Children's and families act 2014
- SEND Code of Practice June 2014
- Mental Health and Behaviour in schools 2014
- Working hard to safeguard children in schools 2014

Definition of abbreviated words

SEND-Special Educational Needs and Disabilities

SENCO-Special Educational Needs Co-ordinator

EHC plan-Education Health Care Plan

LSA-Learning Support Assistant

SLCN-Speech, Language and Communication Needs

Policy Review

This policy has been reviewed following the introduction of the revised Code of Practice. It will be monitored and reviewed on an annual basis.

Date: July 2015

Review Date: July 2016

Appendices

Definition of the Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/Blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.