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SEND Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	D.Dixon	Full Governing Body	May 2023	May 2024	
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Special Educational Needs and Disability Policy

This document is a statement of the aims, principles and strategies for teaching and learning for special needs children at Cheadle Catholic Infant School. It has been formulated by staff of the School in the light of our Mission Statement.



The Governing Body recognises that the needs of more able and exceptionally able children and children with English as an additional language (EAL) are not addressed in the code of practice. However, it believes that the identification and provision for these children is as important as it is for any other group.

The SENCO is Mrs Deborah Dixon. Mrs Pamela Glynn the Head Teacher has a strategic view of SEND. They are responsible for coordinating provision for children with SEND. They are contactable through the school's number (0161 485 8733) or via email

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

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Children and Families Act (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum (Sept 2014)
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2012

• This policy was created by the school's SENCO and SEND Governor in liaison with the SLT, staff and parents of pupils with SEND.

Aim of the policy

The aim of this policy is to guide the development and provision of pupils with SEND (special educational needs and disability). This is achieved through:

- The provision of education for pupils with special educational needs within the existing framework of the whole school policy for teaching and learning, whenever possible and appropriate, working in partnership with the child, parents, external agencies and governors
- The provision of a wide variety of experiences in order to enable children to develop to their full potential in all aspects of their development and to provide for their special needs
- Ensuring all staff are familiar with the procedures to be followed within school when dealing with a child with SEND and liaising with appropriate external agency support and providing opportunities for all staff to develop their professional expertise with regard to pupils with SEND
- Identifying a child with SEND within school as early as possible to ensure that the appropriate support is given in terms of resources and personalised learning
- Monitoring, assessing and recording progress of all pupils with SEND continuously, in line with the school's assessment policy.

Definition of Special Educational Needs (from the Special Educational Needs and Disability Code of Practice: 0-25 years, September 2014)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This may relate to: cognition and learning, communication and interaction, sensory impairment, physical/medical conditions or social, emotional and behavioural difficulties.

A child of compulsory school age has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress and special educational needs are identified the school should intervene through quality first teaching.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Responsibility of the Governing Body

The Governing Body will:

- appoint a governor responsible for monitoring SEND. This is currently Mrs Rebecca Brooke, who will liaise with the SENCO regularly and report back to the Governing Body
- ensure that the necessary provision is made for any pupil who has SEND
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult the L.A. and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

The School Governors have responsibility, as set out in the Code, to ensure that adequate provision is made for children with SEND. They have delegated the day-to-day management of this to the Headteacher and Special Educational Needs Co-ordinator (SENCO). The person responsible for SEND is the Headteacher.

Name of Special Educational Needs and Disability Coordinator (SENCO)

The Co-ordinator for Special Educational Needs and Disability is Deborah Dixon. The SENCO is a qualified teacher and has attained the National Award in Special Educational Needs Coordination.

The Role of the Special Educational Needs and Disability Coordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans (Education Health and Care Plan).

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEN
- Liaising with the class teacher in the drawing up of a one-page profile of the child with SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Contributing to the in-service training of staff.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Our approach is based on the principles set out in the Code of Practice and they are designed to support:

- The participation of children, their parents and young people in decision-making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for children and parents over support.
- Collaboration between education, health and social care services to provide support.

- High quality provision to meet the needs of children with SEN.
- A focus on inclusive practice and removing barriers to learning.

The Role of Teaching Staff

We are all teachers of children with SEND. All staff must be aware of, and comply with, procedures to identify, assess and make adequate provision for their pupils with SEND and must record how they address the needs of children in their care.

Class teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, TAs and LSAs, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

The Identification Of Pupils With SEND And How Their Needs Are Determined And Reviewed.

It is the school's duty to identify pupils in its care who have special educational needs as early as possible. It is the responsibility of the class teacher and the parent/carer to identify children with SEND. These observations and concerns will be discussed with the SENCO.

The principles, which underpin the identification of children with SEND, are:

Progress – This looks at the improvement the child makes, measured in key areas term on term. **Attainment** – This focuses on the gap between the child and his/her peers in terms of attainment, access to the curriculum, social and personal skills, confidence or behaviour. **Severity** – How the child's SEND compares with his/her peers within Stockport and nationally. **Complexity** – This takes account of the number and range of factors, which contribute, to a child's SEND.

Staff and/or parents/carers may have concerns that a child has SEND in the following areas:

- **Cognition and Learning**
 Low attainment in one or more areas of the curriculum
 Difficulties with fine/gross motor skills
 Frustration and/or low self esteem
 Difficulty in tasks in sequencing, organisation, phonological skills,
 Short term memory
 Language difficulties concerned with expressive/receptive language
- **Communication and Interaction**
 Under-developed play skills.
 Social isolation.

- Inappropriate social interaction.
- **Physical and Sensory**
 - Hearing impairment
 - Difficulty in following instructions and participating in classroom activities.
 - Immaturities in speech language and communication which are not commensurate with their development in other areas.
 - Difficulties in communicating and interacting socially.
 - Sensory-Visual Impairment
 - Has difficulty in recognising pictures, print etc.
 - Needs to be close to view things.
 - Lack of peripheral vision.
 - Poor hand-eye co-ordination.
 - Physical/medical difficulties
 - Difficulty in participating in activities.
 - Low confidence in physical activity.
 - Undue fatigue/concentration difficulties.
- **Social, Emotional and Behavioural Difficulties**
 - Inappropriate behaviour with peers and adults.
 - Lack of confidence and low self-esteem.
 - Lack of self-control.

Arrangements Provided By The School Which Enable Access Of SEND Pupils To A Broad And Balanced Curriculum.

The school will:

- Through a cycle of observation, assessment, planning and review, make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the individual child's strengths and weaknesses.
- Employ a variety of approaches to maximise the achievement of all pupils within all areas of the National Curriculum.

Training

The school (teachers, teaching assistants and governors) will take advantage of training opportunities where appropriate. The training needs will be considered annually and courses selected according to the need identified, if and when appropriate.

Role Played By Parents And Pupils In SEND Procedures

We work in partnership with parents of children with special needs. Our school is committed to ensure they will be:

- Listened to
- Encouraged to play an active and valued role in their child's education
- Informed of their child's entitlement within the SEND framework
- Given access to information, advice and support during assessment and any relevant decision-making processes about special educational needs provision

We aim to do this by informing parents:

- When a child's SEND is first perceived

- Of any interventions or programmes of action and their role in supporting their child
- When consideration is given to the involvement of an outside agency
- Of the parent partnership service when SEND are first identified
- Of all reviews concerning their child. They will be given the opportunity to attend and/or invite a representative to SEND Support and EHC reviews.

Parents also have a responsibility to communicate with professionals to support their child's education. They should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning provision
- Fulfil their obligations under home/school agreements, which set out expectation on both sides.

Pupils

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child). (Special Educational Needs and Disability Code of Practice: 0-25 years, 2014)

Procedure For Pupils With SEND

Children identified before entering school;

The majority of children with severe developmental delay and complex learning difficulties will have been identified prior to entering school by children's health services such as Educational Psychology, CDU, health visitors, therapists, SSS and Portage. In some cases, children may enter school with an EHC plan or at SEND Support.

A Graduated Approach to SEND support:

Quality First Teaching

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
 - Regular reviews are made of the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' knowledge of the SEND most frequently encountered.
 - If concerns begin to arise about a particular child the teacher must first look carefully at matters such as classroom organisation, teaching materials, teaching style and differentiation to decide if these can be developed to enable a child to learn more effectively. The class teacher should seek advice from mentors, colleagues, SENCO or members of the SLT.
 - Teachers should be aiming to set suitable learning challenges, be responding to pupil's diverse needs and overcoming potential barriers to learning. This includes providing intervention, appropriate adjustments and good quality personalised teaching.

- Class teachers record their class interventions and evaluations termly. Groups of children or individuals are identified, along with the aims of the intervention and the entry and exit assessments where applicable.
- If, despite receiving differentiated learning opportunities, good quality personalised teaching and targeted interventions, pupils continue to make little or no progress, attain significantly below their peers or present persistent emotional/behavioural difficulties then it may be decided that a child requires further support and investigation. Class teachers will complete a provision mapping triangle indicating the interventions a child has received in a given area of difficulty (Cognition and Learning, sensory / physical, communication/ interaction, social and emotional wellbeing), The class teacher, SENCO and parents may then agree to seek advice from an outside agency for example, Learning Support Service (LSS), Behaviour Support Service (BSS), Sensory Support Service (SSS), Speech and Language Therapy (SALT) or the Occupational Therapy (OT) services.
- In deciding whether to make special educational provision, the teacher and SENCO will consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, gathered using effective tools and early assessment materials.

SEND Support Plans

Where it is determined that a pupil require a targeted approach, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. This may involve drawing on more specialised advice, teaching, support or assessments from external agencies or professions. SEN Support Plans will be drawn up for the individual child identifying areas of strength, needs, SMART targets and additional provision to support progress. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to establish the provision and enables it to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The Code states that 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 and that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

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 parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on pupil progress. 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 being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation and co-production between the teacher, SENCO 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 may be sought, where appropriate, to reinforce or contribute to progress at home. Regular communication between all staff ensures that all appropriate information regarding the child's learning needs, targets, particular teaching strategies/approaches are shared and consistently applied.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They 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 and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Review of a child's progress will be made regularly at least once per term. 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 parents of those children at SEND Support and those students with Education Health and Care Plans. The class teacher, in conjunction with the SENCO will review the support and outcomes based on the pupil's progress and development making any necessary amendments going forwards, in consultation and co-production with parents and the pupil. Outside agencies include the Learning Support Service (LSS), Educational Psychology Service (EP), Behaviour Support Service (BSS), Sensory Support Service (SSS), Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service (EWO), Speech and Language Service (SALT) and Occupational Therapy Service (OT). To refer a child to an outside agency for assessment, an EHA (Early Help Assessment) form is often used or an agency specific form. For all children with Special Educational Needs a graduated response is adopted which recognises that there is a continuum of need and where necessary, brings an increasing specialist expertise to bear on the difficulties a child may be experiencing. Some children will require less help than others. The interventions are a way of matching provision to pupils' needs and are not usually steps on the way to formal assessment.

The Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus on individual targets that match the child's needs and have been discussed with the child and parents.

Many children will require less help in the future if the interventions are successful. A very small number will require an Education, Health and Care Plan.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulty they may undergo a Statutory Assessment, which is usually requested by the school, but can also be requested by the parent. This will occur where the complexity of need is such that a multi-agency approach to assessment, planning and individualised provision is needed.

Cheadle Catholic Infant School will, in consultation and co-production with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Health professionals
- Outside agencies including Educational Psychology, Behaviour Support Service, Learning Support Service, Sensory Support Service, Occupational Therapy.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set; evidence of the Assess, Plan, Do and Review (APDR) cycle. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHCP)

Cheadle Catholic Infant School will meet its duty to respond to the Local Authority within 15 days if it is named on a pupil's EHC Plan.

The school will admit any child that names the school in an EHC Plan. The school will ensure that all those teaching or working with a child named in an EHC Plan, are aware of the pupil's needs and that arrangements are in place to meet them.

All children with EHC Plans will have short – term targets set for them that have been established after consultation with parents, child, other agencies and school. These targets will be set out in the school Support Plans and be implemented at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions in the Plan will continue to be the responsibility of the class teacher.

Children with an EHC Plan will have an annual review. The child's parents/carers, teacher, teaching assistant and any external agencies will be invited to attend. The SENCO will request reports from all who support the pupil's needs.

Transition

We work closely with Cheadle Catholic Junior School and ensure that there are clear recommendations as to the type of provision the child will require when transitioning to Key Stage Two. The SENCO of the Junior school will be invited to attend the final annual review in the Infant school to allow for the writing of an appropriate EHC Plan for the start of Year 3. This will also reassure the pupil and parents that an effective and supportive transfer will occur.

Supporting pupils at Cheadle Catholic Infant School with medical conditions We recognise 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. Some children may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We work closely with the School Nurse who provides training for staff to ensure they are confident managing the treatment for a variety of medical conditions, including asthma, epilepsy, diabetes and allergic reactions. Further information is available in our medical conditions policy.

Monitoring and Evaluation of SEND

Cheadle Catholic Infant School regularly monitors and evaluates the quality of provision offered to all pupils, through parent questionnaires, pupil voice, staff responses and parent's evenings etc. To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through annual and termly interim review meetings, discussions and progress meetings. This evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils. Where issues or gaps are identified, training or resources are sought to address this wherever possible.

SEN and Disability Tribunal

Cheadle Catholic Infant School values working with parents and uses a collaborative approach to resolving issues wherever possible. However, school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice (2014).

Data and record keeping

Cheadle Catholic Infant School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision.

Confidentiality

Cheadle Catholic Infant School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.

Monitoring and Review

This policy was updated April 2024.

This policy is monitored by the Governing Body and SENCO and it will be reviewed every year or earlier if necessary.

Ratification

This policy has been ratified by the Governing Body.

SENCO – Mrs Deborah Dixon

SEND Governor – Mrs Rebecca Brooke