



SEND Policy

Special Educational Needs and Disability

Reviewed: August 2023

Next Review: August 2024

Governor: Mark Ackford

Headteacher/SENDCO: Debbie Groom



'From small beginnings come great things' The Parable of the Mustard Seed

Matthew 13: 31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised journey, enabling them to flourish in our school family and in the future.

Cadmore End CofE Combined School and Nursery is committed to providing an education that enables **all** pupils to make progress so they achieve their best, become confident individuals, make a successful transition into adulthood and living fulfilling lives.

At Cadmore End CofE Combined School and Nursery, every child is equal, valued and unique.

We create a safe, secure and happy community which allows our children to thrive.

We respond to individuals in ways which consider their varied life experiences and particular needs. We achieve optimum progress; recognising, developing and challenging the individual talents of everyone.

We seek to provide progressive Learning Outside the Classroom opportunities wherever appropriate by way of use of the Forest School, school grounds or local area, external visits or visitors to the school, in order to promote meaningful and engaging learning.

Our children are motivated, well rounded members of society who take pride in their achievements and care for themselves, others and the wider community and environment.

Policy Objectives

- To ensure equality of provision for pupils with a Special Educational Needs and/or disability (SEND)
- To provide full access to a broad and balanced curriculum for all pupils
- To ensure that needs of pupils with a SEND are identified, assessed, planned for and regularly reviewed
- To enable pupils with a SEND to achieve their potential
- To consider the views, wishes and feelings of pupils and parents
- To provide advice and support for all staff working with pupils with a SEND
- To provide information about arrangements for identifying, assessing and making provision for pupils

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of school age or a young person has a learning difficulty or disability 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 others of the same age in mainstream schools.'*

(SEND Code of Practice, 2015)

Roles and Responsibilities

SEND Roles	Key Staff
SENDCo	Mrs Debbie Groom
SENDco Support	Mrs Kath Baird
Governor responsible for SEND	Mr Mark Ackford

Linked Roles	Key Staff
Designated safeguarding lead	Mrs Debbie Groom
Deputy designated safeguarding leads	Mrs Kath Baird, Mrs Jenny Coyle and Mr Andy Thorpe
Designated pupil premium lead	Mrs Debbie Groom
Designated looked after children lead	Mrs Debbie Groom
Mental Health First Aiders	Mrs Debbie Groom, Mrs Nicky Caine and Mrs Julie Hazell

The Special Educational Needs and Disability Coordinator (SENDCo)

- Oversee the day-to-day operation of the policy
- Coordinate provision for pupils with a SEND
- Liaise with Buckinghamshire Virtual School for a child who has SEND and is LAC
- Advise on the graduated approach to providing SEN Support
- Advise on the deployment of the school's delegated budget to meet pupils' needs effectively
- Liaise with parents of pupils with a SEND, alongside the class teacher
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its services

- liaising with future educational settings to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEND up-to-date

The Class Teacher

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four-part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils' achievements and pupil's well-being.

The Teaching Assistant

- Maintain high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Be ready to adapt learning and respond to the strengths and needs of pupils with SEND
- Work closely with teaching staff in the delivery, recording and monitoring of interventions
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g. the effective use of resources, professional development, acting on specialist advice, implementing care plans as directed
- Communicate effectively with parents, as directed by the SENDCo and class teacher, with regard to pupils' achievements and pupil's well-being.

Mental Health and Wellbeing

Our Wellbeing Lead, Mrs Groom, with the support of Mrs Hazell and Mrs Caine, are proactive in supporting parents in a variety of ways.

- Maintain regular contact with families
- Sign-post to and liaise with external agencies
- Organise nurture activities for groups and individuals
- Home or door step visits (accompanied)
- Support with referrals for additional support
- Coordinate practical support

Partnership with Families

Cadmore End CofE Combined School and Nursery has positive attitudes to parents/carers and value their important role in their child's education and emotional and social development.

Parents/carers are always informed when their child is placed on the SEND Register and are invited to attend regular review meetings.

Pupil Participation

The views of all pupils are valued.

Pupils with SEND are supported to be involved in decision making and to be able to express concerns.

Pupils with an EHCP are invited to attend their annual review meeting. Pupil friendly report summaries are created and shared with the pupil. The pupil creates a PowerPoint to share their views, strengths, concerns and aspirations.

Our School Council, Sustainability Council and Forest Rangers allows pupils to voice their opinions and take part in decision-making.

Pupils with SEND are encouraged to be representatives and are supported in taking part in school and class councils as valued members of the school community.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high and realistic expectations for all pupils.

In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and make every effort to remove the barriers to learning. Pupils with SEND are taught with their peers.

Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with a SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Assessment, Planning and Review Arrangements

Cadmore End CofE Combined School and Nursery follows the graduated approach of assess, plan, do and review through SEN Support plans. **This** approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (*Teachers' Standards 2012*)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

Individual SEN Support Plans outline SEND support and are reviewed and updated termly.

There are 4 broad areas of need:

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

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN Support thresholds

Based on observations, assessment data and discussions between the class teacher, teaching assistant, the SENDCo, the parent/carer and the child, the child may be considered as needing additional support.

The decision to place a child on SEN Support will be determined by the following thresholds:

- Makes little or no progress even when teaching approaches are targeted to improve a child's identified weakness
- Continues working at levels significantly below those expected for children of a similar age
- Presents persistent behavioral, emotional and/or social difficulties
- Has sensory or physical difficulties and makes little progress despite the provision of personal aids and equipment
- **MUST** have an outside agency involved (as recommended by Buckinghamshire County Council).

SEN Support – Four Part Cycle

The identification of SEN is built into the monitoring process (progress and development) for all pupils. Termly pupil progress meetings support the early identification of pupils who may have SEND.

Where concerns are identified, an initial concerns checklist is completed and discussed with the SENDCo.

1. Assess

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment.

2. Plan

The family will be informed if their child is identified with a special need. Parental and pupil view is pivotal to the support process.

Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil.

This will be recorded on a SEN Support Plan.

3. Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the processes above.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held three times per year and will involve the pupil, the parent and the class teacher. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

School liaises with the following services

- Educational Psychology Service
- NHS Speech and Language Service
- NHS Occupational Therapy Service
- School Health Team
- Community Paediatric Team.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with a SEND:

- Regular observation of teaching by the senior management team/subject leads
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils

- Assessment records that illustrate progress over time – e.g. reading ages and regular school assessment
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- Regular meetings between SENDCo (Headteacher & DSL), SENCO Support, Teachers and Teaching Assistants
- SEN Support Plans are used as a basis for monitoring the impact of interventions.

Allocation of Resources

The SENDCo (Headteacher) is responsible for the operational management of the budget for SEND provision. Cadmore End will use a range of additional funding including the notional SEND budget to provide appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000), additional funding may be applied for from the Local Authority.

Staff Development

Please refer to the school's annual SEND Information Report for details.

The School's Leadership Team reviews the training needs of staff in a variety of ways

- Performance Management and Pupil Progress Meetings to plan appropriate CPD
- The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion
- Where appropriate, specialists are used to deliver the training.

Stages of supporting and Managing Pupil Needs

a. Quality First Teaching

- i. Every teacher is responsible for providing appropriate resources, applying a range of strategies, chunking tasks, using clear unambiguous language and providing precise feedback.
- ii. Teachers should follow the 'practical – concrete – abstract' approach when planning activities.
- iii. Every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'

b. SEN Support

SEN Support Plans are developed with the class teacher, SENCo, parents and child. Support at the SEN Support level is provided for pupils in the following ways:

- i. Children are taught specific skills in small groups outside of the classroom by a trained Teaching Assistant
- ii. TAs may implement and monitor specific interventions including collecting pre and

post data and report back to the class teacher and SENDCo

- iii. Withdrawal is carefully timetabled and regularly monitored to ensure children continue to receive a balanced curriculum as far as reasonably possible

The school has access to a County ECHO, NHS OT and SALT and specialist advisory services. They are able to provide advice and guidance on assisting in the identification and assessment of individual pupil needs.

c. Request for High Needs Block Funding

The school will make a request for HNBF when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource.

The funding is allocated for a two-term period and may be more appropriate to a child than an EHCP. The school must demonstrate that over £6,000 has already been spent in order to support the child.

d. Request for Statutory Assessment

Statutory assessment is a full assessment of a child's educational needs which is carried out by the Local Authority (LA) at Stage 4 of the Code of Practice.

The school may submit a request for Statutory Assessment to the Local Authority when, despite an individual programme over a period of time, the pupil remains a significant cause for concern.

The school must demonstrate that the child is being supported for over thirteen hours a week.

Requests for assessment may also be made by the parent or by referral from another agency.

When requesting Statutory Assessment the school will collate the information available:

- The action followed with respects to SEN Support
- The pupil's previous SEN Support Plans with the reviews undertaken – at least two cycles
- Information on the pupil's health and relevant medical history
- Current working levels
- Other relevant assessments from specialists i.e. Educational psychologists; support teachers
- The views of both parent and child
- Any other involvement by professionals
- Social services/educational welfare service.

If, following Statutory Assessment, the LA considers the child's needs are greater than support at SEN Support will provide, an EHCP (Education, Health Care Plan) is agreed by the Local Authority it will include details of targets set for the pupils, these will be:

- Short term in nature, established through parent/pupil consultation
- Implemented in the classroom setting either with whole class or group teaching
- Access and support from external agencies, such as Occupational Therapy or Speech Therapy.

Criteria for Exiting the SEND Register

The school recognises that many pupils at some time in their school career may experience difficulties which affect their learning. These may be long or short-term.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, such as ability, emotional state, age and maturity.

For Foundation Stage and Key Stage 1 pupils, we recognise especially that maturity is a crucial factor in terms of readiness to learn.

Children exit the SEND register when they have made steps towards narrowing the gap with their peers and no longer meet the threshold as identified.

Admission Arrangements

Admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND. Refer to the school's Admissions Policy which can be accessed on the school website.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting.

Key information about SEND provision is shared with the next school /setting through the review process.

Equal Opportunities and Inclusion

Cadmore End CofE Combined School and Nursery is fully committed to inclusion and developing an environment in which teaching, learning, achievements, attitudes and well-being of all children matters. We understand that pupils should be equally valued, regardless of ability, need, race, colour or creed. All pupils have equal opportunities to engage intellectually, socially and physically in school life.

Cadmore End CofE Combined School and Nursery proactively works to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Cadmore End CofE Combined School and Nursery adheres to the Code of Practice principle that all children should be involved in making decisions, where possible, right from the start of their education.

Classroom organisation and flexible pupil groupings provide opportunities for choice and decision-making for all children for at least part of the school day.

Medical Conditions

Cadmore End CofE Combined School and Nursery will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions.

Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Related Policies

- Accessibility Plan
- Child Protection
- Mental Health and Wellbeing
- SEND Annual report

The SEN and Disability Policy will be reviewed and updated, where required, annually.