



**Cheriton Primary School
Special Educational Needs and Disabilities (SEND) Policy**

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This policy complies with:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0-5 years. (June 2014 updated January 2015)
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

Inclusion Statement

At Cheriton Primary School we believe that every child should be given the opportunity and encouragement to experience success within our school through the delivery of a broad, balanced and inclusive curriculum. We are committed to providing a shared culture which is centred on the child, a learning environment which supports the needs of all children and delivering quality first, inclusive teaching which is differentiated and personalised to meet the needs of the children. Some children with educational, physical, or behavioural difficulties may require extra help to achieve this. By early identification of a child's needs and by providing the appropriate help, we are able to give those children the best possible chance to achieve successful outcomes at Cheriton Primary and in the future.. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing the curriculum for pupils with SEN

Objectives

At Cheriton Primary School we aim to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Provide an inclusive learning environment through High Quality Inclusive Teaching in the classroom.
- Work within the guidance of the Code of Practice (2014) and the Local Authority SEN Support guidance.
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work within the SEND policy.
- Provide support and advice for all staff working with children with special educational needs.
- Provide children with opportunities that enable them to make progress so that they achieve their best and become confident individuals living fulfilling lives.
- See the views of the child and take them into account.
- Encourage parental support for the child's education and to keep parents fully informed of the child's progress and support programme.

Definition of SEND

The Children and Families Act 2014 states, a child has learning difficulties if they:

- have 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 facilities of a kind generally provided for others of the same age in mainstream schools.

For children that are identified as having a SEND, the special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identifying Special Educational Needs

Under the New Code of Practice 2014, special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical

While the four categories of need broadly identify aspects of primary areas of needs for children, we recognise the importance of a range of other factors:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child
- Being an adopted child
- Being a child of a serviceman/service woman

Class teachers, supported by the headteacher and SENDCO, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

At Cheriton Primary School, we identify Special Educational Needs from a range of evidence, including;

- Information at transfer in from Early Years setting or another school
- Parental views
- Pupil voice
- Baseline testing
- In school screening tests eg Vernon Spelling, New Salford
- Class work
- KS1 data
- Outside assessments eg. EP/OT/SALT
- Local Authority EHC Plans

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A Graduated Approach to SEND Support

At Cheriton Primary School, we believe that high quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children. Some children and young people need educational provision that is additional to or different

from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will aim to ensure that such provision is made for those who need it.

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. Therefore, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement through continuous staff professional development, work scrutiny, observations and pupil progress reviews.

If the class teacher has a concern about the progress of an individual, a meeting will be arranged for the teacher and SENDCO to consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and assessment materials. If necessary, the school will seek to make arrangements to draw upon more specialised assessments from external agencies and professionals.

Managing pupils' needs on the SEND register

If a child is identified as having a Special Educational Need, the following process will occur:

- We will formally notify parents when it is decided that a child will receive SEN support.
- The child will be placed on the school's SEND register.
- Targets will be completed according to the child's needs by the child's teacher.
- An intervention may be put in place to support the child in addition to high quality teaching. This will be documented on the school's provision mapping system.
- Interventions will be regularly reviewed and evaluated according to the child's progress.
- Next steps will be decided according to the outcome of the intervention.
- The pupil and their parents will be involved throughout the entire process.

Arrangements may also be made to draw upon more specialised assessments from external agencies and professionals.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Criteria for exiting the SEND register

If it is considered that the child no longer needs support that is additional to or different from the current educational provision, then a decision may be made to remove the child from the SEND register. Parents will be fully involved in this decision. The child will continue to receive high quality teaching that is differentiated and personalised within the classroom setting according to their needs and based on ongoing use of assessment for learning strategies employed within the classroom. Their progress will continue to be closely monitored and discussed at pupil progress meetings.

Supporting pupils and families

A copy of our SEND Information Report can be found on our school website.

A copy of the Hampshire Local Offer can be found here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

We will aim to support pupils and families through linking with other agencies when needed. Please refer to our website for admission arrangements.

Accessibility to exams

SEND children may be eligible for special consideration for their KS2 SATs. The class teacher will meet with the SENDCO to see if the child meets the criteria set out by the test providers. The outcome of the process will be shared with parents.

Transition

It is the role of the SENDCO and class teacher to liaise with the SENDCO of feeder and secondary schools with information about the needs of children on the SEND register in order to ease the transition between schools and minimize disruption to their education. We will agree with parents and pupils which information will be shared as part of this.

Supporting pupils at school with medical conditions

The school recognises 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 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 according to the SEND Code of Practice (2014).

The school will work closely with parents and outside agencies to support pupils with medical conditions and will where appropriate ensure that staff is given appropriate training to support the pupil with their needs. Training will be in line with the child's needs under latest published guidance by DfE; www.sendgateway.org.uk

The school has a separate policy Supporting Pupils with Medical Conditions which should be read in conjunction with this policy.

Monitoring and evaluation of SEND

SENDCO will:

- Oversee the day-to-day operation of the SEND policy
- Ensure statutory responsibilities and duties as set out in Education Health Care Plans are met •
- Monitor termly reviews of personal targets and annual reviews for all those with an EHC plan.
- Coordinate the provision for pupils with SEND •
- Respond quickly to emerging needs and identify sources of support •
- Liaise with and giving advice to fellow teachers
- Oversee records of pupils with SEND.
- Monitor the effectiveness of Quality First Teaching and interventions on vulnerable children, including scrutiny of planning, pupil interviews and work sampling.
- Audit how well the provision matches the need and recognising gaps in provision
- Liaise with parents/carers of pupils with SEND sensitively, to ensure they are kept informed and understand how to support the children with their targets
- Maintain a provision map for pupils with SEND
- Attend SENDCo Circle and other networking meetings and County SEN update meetings
- • Inform parents of any meetings taking place with outside agencies involving their child and attend these meetings if appropriate. .
- Liaising with SEN Governor termly

- Inform governors annually of progress made by those on SEND register including details of children moving on and off the SEND register. Include in report sub-categories for vulnerable groups e.g EAL.

Class Teacher will:

- Ensure the safety and wellbeing of all pupils in the class.
- Differentiate the curriculum to ensure access and progress for all pupils while maintaining cognitive challenge for all.
- Liaise with the SENDCo/Head Teacher to discuss vulnerable learners and which pupils require additional support.
- Set personal SMART targets and write Individual Education Plans for children on the register.
- Review personal targets termly.
- Collect evidence of progress against targets.
- Liaise regularly with the SENDCO and parents regarding child's progress.
- Manage Learning Support Assistants with regards to their interventions
- Make sure that time when children are withdrawn from class is monitored to ensure curriculum entitlement is not compromised.
- Assess and record progress to feed into whole school data.
- Record and report on progress to parents.
- Meet with any outside agencies.
- Maintain in-class support for specific programmes and targets throughout the curriculum.

Head Teacher will:

- Ensure the safety and wellbeing of all pupils
- Coordinate the curriculum to ensure progress and accessibility for all
- Monitor and evaluate the quality of teaching and learning for all pupils
- Hold termly pupil progress meetings to monitor the progress being made
- Manage the SEN budget and ensuring that the provision for pupils is met through the school's devolved budget and when necessary applying for further funding, making sure there is value for money in resources including Learning Support Assistants
- Decide whether it is possible for the school to meet the needs of a child and where this is not the case due to significant, severe or profound needs.
- Monitoring and reporting on progress and achievement for all pupils
- Have an overview of progress of those on SEND register.
- Feed SEND issues and developments into the SIP to further SEND provision and promote inclusion.
- Decide on time and resources available to SENDCO.

SEND Governor will:

- Be familiar with and follow the 2014 SEN Code of Practice when carrying out their duties towards all pupils with SEN

- Ensure policy is in place and reviewed annually and that all staff are aware of those children with SEND.
- Work with Head Teacher and SENDCO in identifying priorities in SEND provision for the school improvement planning.
- Meet with the SENDCO termly to evaluate progress and the impact of provision on those with SEND.
- Inform Governing Body and parents annually of details of progress of those on SEND register and any changes in policy.
- Keep up to date on how SEND resources (personnel and equipment) are deployed at the school.

Training

We will meet a child's needs by providing appropriate support as identified through assessment and a range of evidence. All staff are kept up to date with current research and practices and are given opportunities to further their professional development with SEND as and when required. This includes the delivery of interventions.

The SENDCO regularly attends Local authority (LA) SENDCO circle meetings in order to keep up to date with local and national updates in SEND. She also attends network meetings and other forms of professional development workshops.

Resources

Funding is from the main school budget, plus the allocation from the SEND audit and any funds directed by an EHCP.

The Learning Support Assistants (LSAs) have responsibility for:

Implementing and resourcing programmes. Feeding back information verbally and in written form through the personal targets to the class teacher and SENDCO. Emotional Literacy groups and individual support are run and delivered by a qualified Emotional Literacy Support Assistant (ELSA) to raise self-esteem and address issues of emotional wellbeing and self-discipline. This work is supported within the wider curriculum by all teachers and support staff. All staff can recommend children with relevant needs for inclusion in this group by referring them through the SENDCO.

Storing and Managing Information

The school has robust systems to ensure that any information is stored confidentially and securely. Information will only be shared with those that have permission who are directly involved in the support process. Information will be kept until the cohort reaches the age of 25. The policy will be reviewed annually in line with statutory requirements.

Accessibility

As an inclusive school, we strive to ensure that every child has full access to the curriculum including the wider curriculum of the school such as after-school clubs, leisure and cultural activities and school visits.

If there is a need for additional accessibility, we will endeavour to produce a written accessibility plan which will highlight the strategies that the school will use.

The school has good facilities to provide successful accessibility for pupils and current facilities include ground floor classrooms and wheel chair ramps. The school aims to meet children's needs so that they are able to have a fully inclusive education. Within the curriculum the school makes necessary adaptations to ensure that children of all abilities and disabilities can access this fully. This includes participation in after-school clubs, leisure and cultural activities or school visits/residential. The school will, when needed, deliver written information to disabled pupils, such as handouts, timetables, textbooks and information about school events. The information presentation will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Parents will also be able to link with the school's SENDCO or class teacher to ensure regular communication. The school operates an open door policy and provides regular opportunities for parents to meet with the SENDCO. The school is always happy to meet parents should the need arise.

The school has a separate Accessibility Plan which should be read in conjunction with this policy

Dealing with Complaints

In the event of a disagreement about how a child's needs are being met parents should initially discuss the problem with the class teacher /Head teacher and or the SENDCO. If it remains unresolved at this stage the parents should be advised to make contact with the Governor with responsibility for Special Needs. Complaints that are not resolved as a result of this action should be referred to the LA and parents informed of the services offered by the Support4SEND Service.

Bullying

Please refer to the school's anti-bullying policy.

Monitoring

Related Policies	
Approved by the Full Governing Body	Jan 2024
Committee	FGB
Reviewed by	AG
Last Reviewed	November 2023
Date for Review	November 2024