



Caldecote Primary School

**SEND and Inclusion Policy
March 2023**

Caldecote Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Policy

Introduction

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

In this policy we detail how we aim to make provision for all such children at Caldecote Primary School.

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.

In this school the appointed SENco is Mrs Wicks.

The Special Educational Needs Co-ordinator (SENco):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

The Role of the Governing Body

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the County agreed admissions policy.

Training and Resources

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

The SENco attends local network meetings and Cambridgeshire County Council SEND briefings and is kept up to date both locally and nationally.

All school resources are purchased as necessary

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/Education Health Care Plans.

The Headteacher/SENDco agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENDco assess and monitor the children's progress in line with existing school practices.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDco can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

As a school we use a platform called Edukey to record information about children who are receiving additional support and the provision they are receiving.

SEN SUPPORT CYCLE

Caldecote Primary School acknowledges that pupils that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on

progress and therefore it will not automatically lead to a pupil being recorded as such. In addition, we acknowledge that progress in line with chronological age data does not mean that there are no learning difficulties or disability. The impact of issues linked to social emotional and mental health (SEMH) such as bereavement, bullying or significant illness can impact on a pupil's wider educational development and progress. Teachers should monitor closely any changes and alert the SENDco to potential learning difficulties. These should be discussed with the Mental Health lead and safeguarding team where appropriate and provisions, for example nurture group, social skills group, counselling or other wellbeing support, can be put in place in consultation with parents/carers and the pupil.

Waves of Intervention

Wave 1

Caldecote Primary School believes that most high incidence SEND can be supported within the classroom by a teacher's quality first teaching. This will include high quality adaptations that are based on their expert knowledge of the pupil. These will be routinely assessed and monitored in line with their peer group.

Wave 2

Where a pupil struggles to make progress, despite quality first teaching, further investigation is needed to put effective provision in place by the class teacher. In discussion with the SENDco, a decision will be made about whether a learning plan needs to be put in place.

A four-part cycle is initiated in order to explore fully the pupil's needs to progress – Assess, Plan, Do, Review (APDR)

- i. **Assess:** The pupil's needs will be explored to form a picture of the current position. Information may be collected from a range of sources including external agencies, parents and pupils will be asked for their views.
- ii. **Plan:** The class teacher will create a learning plan including strategies, for parents/carers and teachers to support the pupil in making satisfactory progress. Targets will be set and reviewed. The plan will be formalised and agreed in consultation with parents/carers.
- iii. **Do:** The class teacher and teaching assistants or other support staff work together to plan and assess the impact of the extra provision and interventions.
- iv. **Review:** The effectiveness of the intervention and progress made will be reviewed and evaluated termly by the class teacher and SENDco and shared with the parent and pupil. These will then feed into the next steps.

There is an expectation that there will be a minimum of 2 APDR cycles at Wave 2 before moving to Wave 3 and, at this point, the child may be moved onto the SEND register. The outcomes of Wave 2 should be evaluated with the parents/carers and pupil. If the pupil has made progress, the cycle reverts to Wave 1.

Wave 3

If there continue to be concerns requiring more focused investigation or support, specialists may be contacted at this point e.g. educational psychologists, child and mental health service (CAMHS), speech and language therapist, visually/hearing impaired, etc. When the school has taken relevant and purposeful action and the pupil has not made expected progress, the school or parents/carers can make a referral for an EHC Plan assessment.

Wave 4

Pupils on Wave 4 all have an EHCP. The SENDco holds responsibility for ensuring appropriate provisions are in place and support is provided to meet the pupil's needs.

The school will monitor and review the progress made by the pupil termly, holding an annual review meeting including SENDco, parents, class teacher, a local authority SEND officer and other specialists where these are involved with the pupil.

The school will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.

Within four weeks of the meeting, the LA will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify the parents and school or other institutions that attended the meeting of their decision.

The LA will notify the parents/carers or the pupil of their right to appeal, the time limits and the requirements for them to consider mediation, including support and advice and disagreement resolution services, should the EHC plan not be amended.

The waves of provision are fluid processes built on a cycle of interventions. A pupil moving into wave 2 for assessment and planning may return to wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through quality first teaching.

Those needing more specific interventions moving to wave 2 may undertake a targeted intervention of 6 weeks in length and return to wave 1. Alternatively, the needs identified through the wave 2 assessment process may be such that wave 3 interventions, which include referrals to external agencies or similar, need to be sustained and progress may be slow or difficult to identify. An application may be started at this point, after a minimum of two cycles of the APDR process with parental support for an EHC plan.

Pupils that exhibit persistent disruptive or withdrawn behaviours, where ongoing concerns exist that are not resolved through quality first teaching strategies should be raised through the senior leadership team (SLT) or SENDco. Where it is thought domestic circumstances may be contributing to the behaviour seen, evidence should be collated by those working directly with the pupil and discussed with the SLT. This may then be used to initiate an early help assessment (EHA) which is a way of exploring additional support options.

Looked After Pupils

It is important that the annual review of any EHC plan of a pupil who also has a personal education plan (PEP) happens at the same time. The school must work closely with other relevant professionals including the virtual schools Head and social worker to decide any review of educational provisions for the pupil.

Partnership with parents

Our *School Information Report* can be found on the school website

<http://www.caldecoteprimaryschool.org.uk/page/default.asp?title=Home&pid=1>

The school website also has details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education. Communication with parents will be logged on Edukey.

As a school we strive to meet the needs of all pupils, within the finite resources available. Occasionally, parents seek advice from specialist external agencies regarding how their child could be helped. These reports can be helpful and will be carefully considered on a case by case basis, but they do not unlock any additional funding. Whilst we have no legal requirement to follow any or all recommendations that are in reports, we always seek to make best provision for each child's needs. More information about what Cambridgeshire Local Authority schools must provide as part of their local offer can be found by searching for 'Cambridgeshire local offer'.

At the start of each year, the class teacher will arrange a meeting early in the term with parents of children on the SEND register. This is an opportunity to establish a positive relationship and share any concerns parents may have. There will be other regular meetings throughout the year to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

- The SENDco monitors the movement of children within the SEN system in school.
- The SENDco provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDco is involved in supporting teachers involved in drawing up Personal Learning Plans for children and in planning appropriate provision which will be recorded and saved on Edukey. The SENDco will monitor the impact of these plans and the provision.
- The named governor with responsibility for special needs is kept informed of developments.

- The Governing Body reviews implementation of the policy regularly.

SENDco: Mrs Wicks

Appointed Governor: Mary Ann Claridge

Storing and Managing Information

All paper documentation and reports linked to a child on the SEND register is securely stored by the SENDco in a locked cabinet. E-documents and other files are attached to individual pupil profiles on Edukey.

Copies of all relevant reports and documents are given to a child's new setting or school during transition. All documentation is stored in school for a period of time and shredded when they are no longer needed

Policy Review and Approval

This policy will be reviewed in line with the school's policy review programme.

SENDCo:

Date:

Headteacher:

Date: