



## Cockfield Primary School Special Needs Policy and Guidelines

### Introduction

This policy is based on the Special Educational Needs Code of Practice and should be read alongside the school's teaching and learning, behaviour, child protection, gifted and talented, racial equality and equal opportunities policies.

### Aims of this Policy

- To communicate the ways in which the school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with special educational needs.
- To define special educational needs and the school's provision for pupils with special educational needs (SEND).
- To inform parents of the ways in which this school will do its best to ensure that the necessary provision is made for any pupil who has SEND.

We value all the children in our school equally and we recognise the entitlement of each child to have their needs addressed. Within a caring and mutually supportive environment we aim to: -

- Build upon the strengths of the child
- Foster a positive image
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained.

- Comply with the regulations set out in the code of practice, disability act and human rights act in so far as it affects schools.
- Ensure all children are successful learners at a pace appropriate to their abilities and stage of development.

## **Objectives**

The school will aim to ensure that: -

- Every child has access to a broad and balanced curriculum entitlement, including the National Curriculum which ensures continuity and progression for all
- Children are regularly assessed so that those with SEND are identified early
- Teaching staff feel confident that they are able to provide for pupils with SEND in their classes and have their training needs identified.
- Staff, governors and parents are aware of the schools SEND policy.
- Pupils with SEND participate in the activities of the school alongside pupils who do not have SEND. This is in so far as it is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- Develop partnership with parents, external agencies and the LA in order to meet the needs of children with SEND.
- Work towards developing expertise in using inclusive teaching strategies, the content of the schools curriculum and the resources available within the school.

## **Definition of Special Educational Needs**

Children have SEND if they have a learning difficulty that calls for special education provision to be made for them. Children have a learning difficulty if they: -

- Have a 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 educational facilities of a kind generally provided for children of the same age within the area of the LA.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

## **Categories of Need**

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of need are: -

1. Communication and Interaction
2. Cognition and Learning
3. Behaviour, emotional and social development

4. Sensory and/or physical impairment.

### **Admission Arrangements**

Pupils with SEND will be admitted to the school in accordance with the requirements of the 1996 education act and the LA admission policy. All pupils are welcomed into the school and we will endeavour to seek appropriate support as necessary to ensure that individual needs are met.

**Budget Allocation**– found in Budget pack. Allocated through school management systems and school improvement plan.

### **Local Offer**

The Local Offer is published on our school website [www.cockfield.durham.sch.uk](http://www.cockfield.durham.sch.uk)  
The local offer gives children and young people with special educational needs or disabilities and their families information about what support is available for children with SEND.

### **Special Facilities and Provision**

At present the school has 2 disabled toilets, changing facilities, and two ramp entrances into the school. Low handrails are also fitted to the stairs to assist children with physical difficulties. The governing body will have regard to the disability act and will be responsible for planning alterations and adaptations which may be required in the future. At Cockfield Primary School we have a team of teachers and support staff who have the responsibility of working alongside the class teacher in the area of SEND.

### **Partnership with parents**

At Cockfield Primary School we pride ourselves in working closely with parents of children with SEND and have built up good relationships with these parents. The SENCO is available for formal discussions and informal chats with parents where support and advice is given and information regarding the child is shared. Parents are welcome to come into school to discuss their child with the SENCO at any time.

We believe that parents play an essential role in enabling children with SEND to make progress, become successful learners, confident, self-assured and independent children. We recognise that children's learning is more effective if parents are fully involved. Parents will be informed directly if the school feels that the child may have SEND. The class teacher and SENCO hold termly reviews to discuss the child's progress and set targets. Parents are informed of their child's targets on termly reports, support plans Provision Maps and Education Health Care Plans.

### **Links with other Schools/Pre-school provision**

We have close links with health visitors/other outside agencies who inform the school of children who will be coming to Nursery who may have SEND. Meetings are then set up

with all agencies involved and the parents to ensure early identification of the need and that adequate provision is made available.

In the summer term, secondary SENCOs are invited to review meetings for year six children with SEND, where parent/child and relevant professionals can plan for the smooth transition into secondary school. During the summer term the targets for Y6 SEND children will centre on ensuring they have strategies to enable them to cope with secondary school organisation.

### **Links with Outside Agencies**

The school maintains links with support agencies and other professionals. These can include; -

- Educational Psychologists
- Educational Welfare Officer
- Behaviour Support Service
- Speech and Language Therapists
- School nurse
- Pediatric Occupational Therapist/Physiotherapist
- Consultant Pediatrician
- LA advisors
- Child and Family Services
- Social Services
- Audiometrician
- ASD Team

### **Training**

All staff have access to training provided by the LA and other agencies. If a child presents with a more complex difficulty the school will endeavour to seek the necessary training required.

### **Whole School Responsibility**

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the schools head teacher, SENCO and all members of staff have important day-to-day responsibilities.

### **All teachers are teachers of children with SEND**

Teaching such children is therefore a whole school responsibility.

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. (See policies Assessment and Planning the Curriculum.) The majority of children will learn and make progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range and who

are not making adequate progress may have SEND. If a teacher feels that this is the case then they will discuss the child with the SENCO.

### **Graduated Response and Early Identification**

The school is committed to early identification in order to meet the needs of children with SEND. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Teachers will then consult the SENCO to consider what else might be done. The assessment process should always be fourfold. It should focus on the child's learning characteristics, the learning environment, the task and the teaching style. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help over and above that, which is normally available. The key test of the need for action is evidence that the child is not making adequate progress.

Adequate progress can be defined in a number of ways. It might be progress which:-

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social and personal skills.
- Demonstrates improvements in the child's behaviour

### **Assessment and Provision**

In the Foundation Stage the governments Early Learning Goals set out what most children will have achieved by the end of the foundation stage/reception year. Children will progress at different rates but the key test of the need for action is evidence that a child is not making adequate progress.

Where a child appears not to making adequate progress then it may be necessary to use alternative approaches. If, despite this the child does not make adequate progress, the child will be identified, as having SEND and intervention will take place.

If this intervention does not enable the child to make satisfactory progress, the SENCO may need to seek advice and support from external agencies. This is called SEND support. If the child already has an identified SEND, then the records will be passed on when the child starts school. The SENCO, Class teacher and TA will use this information to: -

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and ensure adequate progress within the class

- Use the assessment process to identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to inform the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

### **Intervention**

When a Class teacher, parent or SENCO identify a child with SEND, then interventions that are additional to or different from, will be provided as part of the schools usual differentiated curriculum. Information on these interventions will form part of the schools overall provision map. Each class may have different provision based on their children's needs. A child who is at this stage of the SEND process will; -

- Despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness
- Despite receiving differentiated learning opportunities show signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties that are not relieved by the behaviour management techniques usually employed in the school.
- Have sensory or physical difficulties, and continue to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals may already be involved with the child. The school will endeavour to liaise with these professionals to ensure continuity of provision in school. Parents will always be consulted and kept informed of any action taken to help the child.

### **Nature of Intervention**

Intervention recommended may include: -

- Different learning materials or special equipment
- Extra adult time to devise the nature of the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies.
- Access to LA support services for occasional advice on strategies or equipment
- Some group or individual support

### **Inclusion and provision of support**

We believe that children with SEND should generally take part in lessons in their classrooms with their peers (with group or individual support as appropriate) but separate provision may be necessary for specific purposes. This may include: -

- Small group withdrawal using individual programmes
- Targeted teaching to address concepts that have been only partially understood
- Teaching Assistant targeting specific individuals or groups within the class under the direction of the teacher/SENCO

Strategies employed to enable the child to progress will be recorded within a support plan or behaviour plan

### **Support Plan**

The support plan will include information about: -

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Review date
- Outcomes
- Parental contributions to support the child
- People who will support the child

The support plan will record only that which is additional to, or different from, the differentiated curriculum that is in place for all pupils. The support plan will be reviewed three times a year and parent's views will be sought. Wherever possible, the child will also take part in the review process and be involved in setting targets.

### **SEND Support**

A child who has been placed on SEND support could:-

- Continue to make little or no progress in specific areas over a long period
- Continue working at National Curriculum levels substantially below that expected of children of a similar age
- Continue to have difficulty in developing literacy and mathematical skills
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having a individualised behaviour management programme
- Have sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist service
- Have on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

A request for significant support from external services is likely to follow a decision taken by the SENCO and colleagues in consultation with parents. At SEND support stage external support services will usually see the child so that they can advise teachers

on new plans, with new targets and strategies. This will be implemented, at least in part in the normal classroom setting.

### **Education Health and Care Plan Assessment of SEND**

Where a child at SEND support stage has demonstrated significant cause for concern a request for EHC is made by the school to the LA.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND and any action taken to deal with their needs, including any resources or special arrangements in place.

This information will include: -

- The child's support/Costed Provision Map
- My Story (which includes background information on the child, family information things which are important to the child, people who are important to the child, things the child is good at/finds difficult, how the child can be supported, future aspirations)
- Records of reviews and their outcomes.
- Medical information where relevant
- National Curriculum attainment in Literacy and Mathematics.
- Educational and other assessments e.g. Educational Psychologist
- Views of the parent and child
- Involvements of outside agencies
- Other documentation as required by the LA.

EHC assessment involves consideration by the LA, working with parents, school and any outside agencies, as to whether a statutory assessment is necessary. The request for statutory assessment can be made by the school, parent or outside agency.

Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools the LA will consider the case for an EHC assessment.

The LA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's SEND as such as to require the LA to determine the child's special educational provision through an EHC.

**An EHC assessment of SEND will include: -**

- Pupils name address date of birth home language and religion
- Background information
- Things which are important to the child now and in the future
- Things the child is good at
- Things the child finds difficult

- What important people around the child think
- Special educational Needs
- Health Needs
- Social Care Needs
- Aspirations
- Education Outcomes
- Health Outcomes
- Social Care Outcomes
- Monitoring and review arrangements
- Personal Budget Details

All children with EHC plans will have short-term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement. These targets will be set out in a support plan and be implemented, at least in part and as far as possible in the normal classroom setting. Provision for children with an EHC plan is also included in class teacher's weekly planning.

### **Annual Review of the EHC plan**

All EHC plans must be reviewed at least annually. The SENCO will invite the parents, the LA and other professionals involved to a meeting where they will consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement. The feelings and the opinions of the child will be sought during this process and if appropriate the child will be present. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved. For year five/six pupil's consideration of secondary transfer will be made.

### **Complaints Procedure**

Any complaints or concerns about specific elements of the schools provision for SEND should be addressed with the Head Teacher and the SENDCO. If the matter is not satisfactorily resolved it will be referred to the LA.

### **Role of the SENCO**

Miss K Heatherington is the schools SENCO, she is responsible for: -

- Overseeing the day to day implementation of the schools SEND policy
- Liaising with and advising other teachers, and reporting on the SEND provision to the Governing Body.
- Coordinating the development of provision for children with Special Needs, and monitoring progress using assessment information
- Maintaining the schools SEND register and overseeing the records of children with special needs.
- Liaising with parents of pupils with special needs
- Contributing to in service training for staff and is the line manager for support staff
- Holding regular planning and transition meetings for pupils with SEND

- Holding regular meetings with support staff
- Prioritising the list of children to be seen by the Educational Psychologist and other agencies
- Liaising with teachers to monitor and provide support for producing support plans
- Liaison with external agencies including LA support, EP service, Health, Social Services and voluntary bodies

The SENCO is given non-contact time to carry out these duties. Providing for the SEND of pupils is the joint responsibility of all who work with them – Class Teacher, SENCO, Teaching Assistant, Head Teacher, Governing Body and Outside Agencies.

### **The Class Teacher**

Holds the responsibility for the child's learning and must make it broad, balanced, relevant and within the National Curriculum Guidelines.

They must:-

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- **Involve parents and pupils in planning and reviewing progress:** seek their views and provide regular updates on progress

### **The TA**

TAs work within the school to provide additional support for those children who have a special educational need. They work in close conjunction with the class teachers and SENCO.

Regular formal and informal meetings are held between the TAs and the SENCO to provide in school training for the support staff and to share information on children with SEND.

### **The role of TAs**

Learning support assistants/TAs are part of the whole school approach to SEND working in partnership the classroom teacher and the SENCO to deliver pupil progress and close the gaps in performance.

The school decides how to best deploy the staff depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.

TAs are often part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **The SEND Governor**

The SEND Governor is – Mrs N Milroy

### **Rights, Roles and Responsibilities of Governors**

School governing bodies have important statutory duties towards pupils with special educational needs. The governing body must:

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the headteacher
- Publish information on the school's websites about the implementation of the SEND policy
- Ensure there is a qualified teacher designated as SENCO
- Cooperate generally with the LA including in developing the local offer and when the school is being named in an EHC plan
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans

For more information on what we as a school provide for children with SEND visit the school website [www.cockfield.durham.sch.uk](http://www.cockfield.durham.sch.uk)

Updated December 2019