

Special Educational Needs and Disability (SEND) Policy

2022

Cockerham Parochial CE Primary School



Cockerham

Parochial Church of England
Primary School

'Where a love of learning grows'

Growing in knowledge

Growing in faith

Growing in God's love

I can do all things through Christ who strengthens me

Philippians 4.13

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Introduction

Cockerham Primary School has a named SENDCO (Mrs Judith Brucciani) who has undertaken the Government SENDCO qualification (NASC) and a named Governor responsible for SEN (Mrs L Brookbanks). Together they ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Cockerham School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

This policy has been developed in consultation with staff and will be discussed with the SEN Governor and will be ratified by the Governors of the school in due course.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014). Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how, at Cockerham, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

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Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to work within the guidelines provided in the SEND Code of Practice, 2014

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through staff meetings to ensure all children have equal access to succeeding in these subjects.

Through appropriate curricular provision, 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

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Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- 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 and own 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

Spiritual, Moral, Social and Cultural Statement

We recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures.

British Values

At Cockerham Parochial CE Primary School we uphold and teach pupils about the 'British Values' as directed under new Ofsted guidance. Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths are taught explicitly through PSHE, Citizenship and RE, and are revisited and emphasised during worship through our 'Gospel Values' approach and other curriculum areas as appropriate. We deliver a broad and balanced curriculum in which we actively promote British Values, and the children's work is evidence of this. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. Staff have undertaken PREVENT Training as outlined in the School Training Schedule.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be

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transferred from other partners in their Early Years setting and the class teacher and SENDCO 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 within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Other issues that may impact on progress and attainment but which are not SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Family break up
- Death of a parent

The Role of The SENDCO and what Provision Looks like at Cockerham Parochial CE Primary School

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.

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- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN Support Register.
- To ensure that appropriate strategies are employed throughout the school and that staff training is kept up to date.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily or are at risk of underachievement. Under these circumstances, teachers will need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. High quality accurate formative assessment using effective tools will be used alongside summative assessments to provide a full picture of the whole child.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Cockerham will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an POP (Individual Education Plan) and review sheet/provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

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When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed termly with the SENDCO, parents and young person. This is part of our ASSESS – PLAN – DO – REVIEW cycle. Additional intervention and support cannot compensate for a lack of good quality teaching.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

All of this is in accordance with the SEN Code of Practice 2014, pg88 Section 6.37 onwards.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special

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needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCO through a school email address.

Parents will be guided towards the LA Local offer through the SEN section of the school website. There is also a link to a downloadable SEN Information Report document as stated in Regulation 51, Part 3, section 69(3)(a) of the Act.

Transitions

These are key moments for children and parents and the next teacher is always invited to the review prior to the child starting in their class. This helps to develop the relationship between the new teacher and the parents, providing reassurance to them and the child that their needs will be met. Where there is a move to secondary school the SENDCO or Transition Leader is invited to attend those reviews and/or meet with the class teacher before the child's visit days to the secondary school. If the child is moving to a school during the midst of their education at Cockerham School the class teacher/SENDCO invites them to visit or visits the new school to pass on information that will be of benefit to the receiving school

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support or other Wave 3 intervention such as Toe by Toe or materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCO on termly basis.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

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The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the POP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. Prior to this a CAF will have been completed and the TAF process entered into. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum expectations in English and Mathematics.

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- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHC Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the high school will be invited to the review and information passed to the high school regarding the child.

Pupil Overview Profile

There is now a single category of support, SEN SUPPORT. At Cockerham School within this category we used the distinction of SEN Support School Action and SEN Support School Action Plus. The strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The nature of the concern
- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Weekly monitoring sheets are kept in the child's file (located in each class teacher's Provision Mapping File) and are reviewed weekly by teachers and teaching assistants. The SENDCO monitors these half monthly.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on

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'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Pupil Overview Profiles employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing expectations into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Pupil Overview Profile with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

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 and Education Health and Care plans. She is supported in this by the SENDCO. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements/EHC plans.

Staff training needs are identified and planned into the cycle of monitoring and evaluation, although yearly audits are taken when staff change jobs or responsibilities. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development as befits their requirements. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCOs regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

Criteria for exiting the SEN Record/Register

When is this identified?

Through close monitoring children will be removed from the record when:

- Expectation gap between the child and his peers has closed.
- Better than the child's previous rate of progress.
- Ensured access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

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| | | Policy |
| | | POPs and Individual Monitoring |
| | | Class teachers planning |
| | | TA records |
| | | Annual reviews |
| | | Quality of teaching |
| | | Quality of TA Support |
| | | Teaching staff attitude |
| | | TA attitude |
| | | Pupil's attitude |
| | | Parent/carer attitude |
| | | Pupil progress |
| | | Human resources |
| | | Material resources |
| | | Accommodation |
| | | Environment |
| | | Staff professional |
| | | Other (state) |

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The SENDCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

The role of the SEND Teaching Assistants

The role of the SEND Teaching assistant is commensurate with their employment grade which can be found in their contract of employment and job role specification. This information is kept by the Headteacher and shared with the SENDCO.

Storing and Managing Information

Documents are stored either electronically on the SENDCO's laptop which is password protected and this is operated in line with the school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and the Confidentiality policy, or in the SEND Secure Filing Cabinet located in Class 1's Stockroom. Electronic records are also stored at school on Teacher Serve for easier access to children's records.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Cockerham School's Accessibility plan can be accessed through the school website or in paper copy in school.

Dealing with complaints

The link to the school comments, complements and complaints policies and procedures is in the Policies section of the school website. Specific arrangements for parents, carers, families and pupils with SENs to make a complaint are detailed in that documentation. The school also has links with Parent Partnership and the Parent/Carer Forum should resolution support be needed.

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Bullying

The link to school's Bullying policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at our school is detailed on the school website.

<https://primarysite-prod-sorted.s3.amazonaws.com/cockerham-parochial-church-of-england-primary-school/UploadedDocument/d4b92102-6b92-4662-9c51-c71ad9700b46/anti-bullying-policy-cockerham-jan-2023.pdf>

The role of the SEND Governor and the Governing Body

The governing body, through the SEND Governor, challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy which can be found on the school's website.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body. The Governors' Evaluative Report to Parents is sent out in the Spring term having been agreed at the Autumn Term meeting.

SEN Teaching Assistants Line Manager - Mrs Judith Brucciani

Designated teacher with specific safeguarding responsibility – Mrs Kathryn Hutchins

Designated member of staff responsible for managing PPG/LAC funding - Mrs Judith Brucciani

Designated member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils - Mrs Judith Brucciani

Contact Details

Mrs Lesley Brookbanks – Chair of Governors – c/o the school

Mrs Kathryn Hutchins –Headteacher – 01524 791550 head@cockerham.lancs.sch.uk

Mrs Judith Brucciani – SENDCO – 01542 791550 – j.brucciani@cockerham.lancs.sch.uk

Mrs Lesley Brookbanks – SEND Governor – 01524 791550 c/o the school

Signed: *Mrs Brucciani* SENDCO

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Signed: *K Hutchins* Headteacher

Signed: _____ SENDGOV

Signed: _____ Chair of Governing Body

Date: January 2023

A paper copy of this Policy is kept in the Information Hub in school should you wish to view it at any time.

Review Date: September 2024