



# **Special Educational Needs Policy**

Reviewed and updated Summer Term 2017 by Anna Coleman, Deputy Head for Inclusion and SENCO

Date of next Review: Summer Term 2018

**CAVENDISH PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

**INTRODUCTION:**

Every child at Cavendish School is entitled to a broad and balanced curriculum, including the National Curriculum. It is the duty of all members of staff to use their best endeavours to ensure that each child has access to the wider school curriculum and is fully included into the social and academic life of the school.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they may have Special Educational Needs (SEN) and require particular action by the school.

Teachers make provision, where necessary, to support children and thus enable them to participate effectively in curriculum activities. Such children may need additional or different help from that given to other children of the same age.

Children may have SEN either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

All staff are involved in the work of SEN and have been involved in the development of a whole school approach.

**THE SCHOOL AIMS:**

- to offer a broad, balanced, relevant and differentiated curriculum for all children;
- to identify and assess and provide for the SEN of children, according to guidelines in the 2014 Code of Practice;
- to monitor and evaluate the effectiveness of the action taken to address children's SEN;
- to foster a sense of self-worth, self-confidence and self awareness, enabling each child to maximise his/her inherent qualities and to develop a positive attitude to life;
- to maintain close co-operation and effective liaison between staff and pupils and parents as well as between school and external agencies.

**THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR AND THE ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION**

The Special Educational Needs Co-ordinator (SENCO) and Inclusion Leader is: Mrs Anna Coleman.

She is responsible for:

- the day to day operation of the school's SEN Policy and monitoring and evaluating its effectiveness
- liaising with and advising fellow teachers and teaching assistants
- co-ordinating provision for children with SEN and taking the lead in managing provision for pupils
- monitoring the implementation of pupils' Individual Provision Maps
- overseeing and updating the records of all pupils with Special Educational Needs
- monitoring the liaison between staff with parents of children with Special Educational Needs
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical, social services and voluntary bodies
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- contributing to the professional development of all staff.

**ADMISSIONS ARRANGEMENTS**

All applications for admission to the school are dealt with in accordance with the Local Authority's admissions criteria, regardless of whether or not the school considers it can cater for a child's special educational needs. When the admissions criteria are applied, higher priority may be given within an admissions category when special factors are considered. Such special factors could include a child's Special Educational Needs.

If a child has a learning or behaviour difficulty or a disability for which specialist training or equipment is essential but not available within the school's resources, then the school will liaise with the Local Authority.

## **SEN SPECIALISM AND SPECIAL UNITS**

The school has not had particular and repeated experience of any specific Special Educational Needs, but has had varied experience of a wide range of SEN.

The school does not have any special units for specific educational needs.

## **SPECIAL FACILITIES RELATED TO ACCESS**

Access to the school site and building is possible but difficult for users of wheelchairs. Movement within the school, between the classrooms and the hall, is restricted for wheelchair users.

The school has an adult assisted access toilet. There is a disabled toilet on the Early Years Foundation Stage floor.

Sound proofing in Years 2, 3, 4, 5 classrooms has been developed to help pupils with hearing impairment. The school has purchased infra-red microphone systems for Years 2 to 6 to support children with hearing impairment.

Steps and changes of level within the school building have been marked to help pupils with visual impairment.

(See also Accessibility Plan.)

## **ALLOCATION OF RESOURCES**

The school's budget has an element designated for Special Educational Needs. This is used to enhance staffing and buy resources for classroom support.

The funding for provision for children with SEN will be met by the school.

The Local Authority may provide additional funding for children who have an Education and Health Care Plan. The governing body, through the Finance and Premises Committee, monitors the expenditure of this funding to ensure:

- i) that it is fully committed to special needs provision and,
- ii) that it is used cost effectively to benefit the maximum number of children according to their specified need.

## **IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES**

All our children are assessed when they join our school, so that we can build upon their prior learning.

The school identifies SEN as early as possible by gathering evidence through observations, assessments and data. These relate to clearly defined indicators of the differing special educational needs that a child may have i.e.

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and / or physical needs

## **A GRADUATED APPROACH TO SEN**

### **Quality First Teaching**

Class 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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The decision to make special educational provision should involve the class teacher and SENCO who consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, the school draws on more specialised assessments from external agencies and professionals. Parents will be consulted and informed, for example at Parents' Evening meetings.

**SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. Once a Special Educational Need is clearly identified, the school will follow a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

**Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted.

**Plan**

Planning will involve consultation between the class teacher and SENCO to agree the adjustments, interventions and support that are required and the impact on progress that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to plan and assess the impact of support and interventions and links with classroom teaching. Further assessment of the pupil's strengths and weaknesses and advice on the implementation of effective support will be provided by the SENCO.

**Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

**Referral for an Education, Health and Care Plan (EHC Plan)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources, which may include the school, parents, the Educational Psychology Service, Social Care and health professionals.

Information will be gathered relating to the current provision provided and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan may be provided by Hounslow Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

**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 SEN 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.

(See also the policy for Supporting Pupils with Medical Conditions.)

## **RECORD KEEPING**

In addition to records kept on all children, the SENCO holds a central record to oversee the day-to-day management of special needs.

The class teacher keeps copies of pupils' Individual Provision Maps, and other evidence relating to pupils' needs.

Copies of all paperwork relating to a child's SEN will be kept in the SEN resources room.

## **PROVISION FOR A BALANCED AND BROAD CURRICULUM FOR PUPILS WITH SEN**

All children have access to a broad and balanced curriculum, which is differentiated to match the needs of children with SEN.

Individual needs are met within the classroom setting on the whole (with some opportunities made for withdrawal of children) by differentiating the curriculum. Where support is involved (e.g. from support teachers or teaching assistants), all adults will aim to work as a team, planning together and monitoring progress.

Appropriate individual targets that motivate pupils to do their best, are set for all pupils, including those with SEN.

Teaching should place emphasis on independence and self-organisational skills, with avoidance of over-dependence on any support.

Classroom organisation will be such that it allows for individual differences, i.e. attention will be given to the appropriateness of the teaching style; the appropriateness of the grouping arrangements; the appropriateness of the style of discipline; the appropriateness of and the accessibility of resources.

Children are rarely exempted from the requirement of following the National Curriculum.

## **INCLUSION OF CHILDREN WITH SEN**

All children with SEN join in the activities of the school together with pupils who do not have SEN.

All teachers plan for pupils' full participation in learning, and in physical and practical activities.

All staff have a responsibility for encouraging and monitoring the social inclusion of pupils with SEN.

(See also Inclusion Policy.)

## **EVALUATING THE SUCCESS OF PROVISION**

Pupil progress will be monitored on a termly basis, for example through Pupil Progress Meetings.

SEN provision for each pupil with SEN is recorded on an Individual Provision Map, which is updated each term.

These interventions are monitored and evaluated termly by the SENCO.

## **ARRANGEMENTS FOR CONSIDERING COMPLAINTS**

The school works to develop a positive relationship with parents but if a parent is unhappy with anything the school does:

1. The child's class teacher or the SENCO will listen to and give consideration to any concerns
2. The involvement of the Headteacher is offered as and when necessary
3. If a parent is not satisfied with the way the school handles a concern, the governing body will consider the complaint, in line with the School Complaints Policy.

## **ARRANGEMENTS FOR SEN TRAINING / CONTINUOUS PROFESSIONAL DEVELOPMENT**

The school aims to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO monitors training needs within the school and facilitates relevant SEN focused external and internal training opportunities for all staff.

The school releases the SENCO to attend relevant courses.

All staff are given regular advice by the SENCO on how to identify, assess and meet Special Educational Needs.

## **EXTERNAL SUPPORT SERVICES**

The school receives a time allocation from Hounslow's Educational Psychology Service. The SENCO meets termly with the school's Educational Psychologist (Ms Katherine Pugh) to discuss which children to prioritise for assessment and advice.

The school is able to refer children to Hounslow's Special Educational Needs Specialist Support (SENSS) Team for assessment and advice. They will consider:

- Physical Difficulties
- Speech and Language Difficulties
- Hearing Impairment
- Visual Impairment

The school can refer children with physical needs to Hounslow's Occupational Therapy Service for assessment.

The school can refer children to Hounslow's Speech and Language Service for assessment and advice.

The school can refer children with Social, Emotional and Mental Health needs to a Behaviour Advisory Teacher, Mrs Jacqueline Brown. A subsequent referral may be made to the Child and Adolescent Mental Health Service (CAMHS).

## **ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS**

The school will consult with and inform parents of any matters related to their child's SEN. The school will take account of the wishes, feelings and knowledge of the parents.

The school will provide information on the range of support available for children with SEN within the school and the Local Authority, for example through the school's SEN Information Report on the school website which has a link to Hounslow's Local Offer.

The school makes arrangements for teachers to be available to see parents on a regular basis.

## **LINKS WITH OTHER SCHOOLS**

At the time of transfer to another Primary School or a Special School all relevant records are passed on to the receiving school.

At the time of transfer to Secondary School, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCO and/or other relevant staff.

At the time of transfer to our school all relevant records are read by the class teacher and any relevant information regarding a child's special need is passed on to the SENCO.

The school also works in partnership with the other schools, for example through a local cluster. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **MONITORING AND EVALUATION**

The SENCO and the Headteacher hold regular meetings to review the work of the school in SEN.

The SENCO and the Special Educational Needs Governor hold termly meetings and the school reports to the Full Governing Body through the SEN Governor.