



**BOWES COTHERSTONE
FEDERATION**



COTHERSTONE PRIMARY SCHOOL

POLICY DOCUMENT

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Date Revised: June 2023

Date for Review: June 2024

**Signed: _____
Headteacher**

SPECIAL EDUCATIONAL NEEDS POLICY

School Information:

Cotherstone Primary School
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SENCO: Mr Richard Batchelor

Rationale

At Cotherstone Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with parents and other agencies in order to provide a positive educational experience for all our pupils, including those with a special educational need or disability. At Cotherstone Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

At Cotherstone Primary School, we welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised, addressed and met in order to achieve success. We believe that all teachers are teachers of children with SEND, and it is therefore a whole school responsibility to ensure that children's needs are addressed.

Our Whole School aims to support children with SEND.

1. To follow the guidelines set out in the SEN Code of Practice;
2. Ensure that all pupils have access to a broad and balanced school curriculum which is differentiated to meet individual needs and abilities;
3. Ensure that all pupils have access to all school activities;
4. To identify children with SEND as early as possible and plan a program of support and intervention to address their individual needs;

5. To continuously track the progress of children with SEND through school tracking systems, pupil progress review meetings, lesson observations, learning walks, SEND provision map reviews and SEND support plans;
6. To provide good quality and regular training for staff in relevant areas of SEND;
7. To evaluate the impact of staff training and provision/intervention programs;
8. To ensure that all staff working with SEND children are clear about their roles;
9. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
10. Pupils to gain in confidence and improve their self-esteem.
11. To work effectively in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs;
12. To take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education;
13. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels;
14. To give every child a sense of achievement in all areas of learning;
15. To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs;

Roles and Responsibilities

Governors?

Headteacher

Mrs Julie Gibson, Headteacher, will have the following responsibilities:

- take overall responsibility for implementing the Code of Practice;
- ensure that the SENCO has adequate time to carry out duties;
- ensure that the SENCO is able to influence strategic decisions about SEND;
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);

The Special Educational Needs Coordinator (SENCO)

Mr Batchelor, SENCO (Special Educational Needs Coordinator) and Deputy Headteacher, works with the Governors, Headteacher, staff (including those from other school settings and outside agencies), parents and pupils to oversee the provision for pupils with special educational needs. Mr Batchelor will have the following responsibilities:

- oversee the day-to-day operation of school's SEND policy;
- coordinate whole school provision for children with SEND;
- manage the support staff team to ensure the SEND Provision Map is implemented consistently and effectively across school;
- liaise with and offer advice to teachers in school;
- act as the Designated Teacher where a Looked after Child has SEND;
- oversee and effectively store all records including individual children's files, SEND support plans and EHCP documents;

- ensure teachers and support staff work closely with parents/carers to follow a graduated *assess, plan, do, review* approach to SEND support;
- advise on the use of a delegated budget and any other available resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with external agencies including the LA's Support and Educational Psychology services, health and social services, and voluntary bodies;
- liaise with potential next providers of education;
- work with the Head Teacher and Governors on the Equality Act;
- ensure that SEND records are up to date;
- contribute to the in-service training of staff.
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND support and any newly identified pupils with SEND;
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHCP and any newly identified as requiring this additional EHCP support;
- report to the Governing Body about how resources are deployed to meet provision.

Class Teachers

All class teachers are responsible for the initial identification and assessment of SEND. They also have responsibility for its provision within the classroom. Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review to meet the needs of pupils with SEND;
- focus on outcomes for children with SEND;
- be clear about the outcomes wanted from any SEND support plans that are written;
- be responsible for meeting the special educational needs of all children;
- 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;
- work in partnership with pupils and parents/carers in planning and reviewing progress, to seek their views and provide regular updates on progress.

Teaching Assistants

Class Teachers work with Teaching Assistants to plan effective provision for pupils with SEND. Effective liaison between Teaching Assistants and Class Teachers is essential to ensure planned activities are linked to outcomes set out in support plans.

Teaching Assistants have the following responsibility to:

- be part of the whole school approach to SEND, working in partnership with the Class Teacher and the SENCO to support pupil progress and to narrow gaps in performance and attainment;
- ensure that the support they give is focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents, in the context of high-quality teaching;

- know and understand that they can be part of a package of support for the individual child, but should never be a substitute for the teacher's involvement with that child.

Identification of pupils with SEND.

At Cotherstone Primary School, we assess each child's current levels of attainment on entry to our school in order to ensure that we build upon the pattern of learning and experience already established. Baseline assessments are also completed when children join our school at other times. Following this initial assessment, if difficulties are identified, the SENCO and the child's Class Teacher will use this information to:

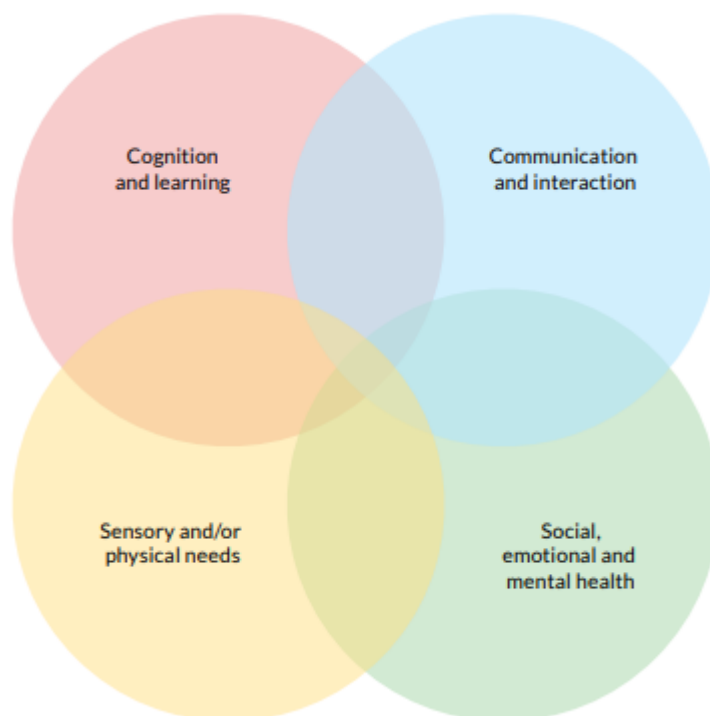
- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Through their discussions, observations, assessments and data analysis, the SENCO, Class Teacher and Teaching Assistants will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns and possible special educational needs.

There are four broad areas of need and support which give an overview of the range of needs that should be planned for; these are identified in the SEND Code of Practice (2014):

- **Communication and Interaction** - this area of need includes children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. Children and young people with Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **Cognition and Learning** – this area of need includes learning difficulties, and covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotion and mental health difficulties** – this area of need includes children whose behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs** – this area of need includes children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.



Support and intervention

Once SEND needs have been identified as part of the *assess, plan, do, review process*, the SENCO and the child's Class Teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult support to implement the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for advice on strategies, resources or equipment.

SEN Support

When a Class Teacher or the SENCO identify a child with Special Educational Needs, initially, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. Children who require this additional support will be placed on the school *SEN Short Note*. As part of the *assess, plan, do, review process*, the impact of these interventions will be monitored closely. A Short Note will usually stay in place for approximately two academic terms. Where a Short Note has not fully met the child's needs, a *SEN Support plan* will be created. When a child is identified as having SEND, they will be placed on the SEND register as SEN Support.

The triggers for SEN support are that, despite receiving Quality First Teaching, the child:

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

Once a child has been identified as requiring SEN Support plan, outcomes will be developed by the class teacher and SENCO.

The SEN Support Plan will include information about:

- the short-term outcomes set for the child;
- the teaching strategies to be used;
- the resources required;
- the additional provision to be put in place;
- the adults responsible for addressing each part of the plan;
- when the plan is to be reviewed;
- outcomes of the formal review and next steps.

The SEN Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon specific individual outcomes that match the child's needs. These will be agreed following discussions with the child and their parents/carers.

Class teachers will contribute to the formation of SEN Support Plans. Class Teachers and relevant members of support staff will keep paper copies of SEN Support Plans (without the personal details section for data protection purposes). These will be used as working documents and will be annotated regularly to assist in the review process. Access to electronic copies of SEN Support Plans is via the School's shared drive and teachers will access these documents when amending SEN outcomes during formal reviews. Deadlines for reviews to be completed and new outcomes established will be set and monitored by the SENCO.

Supporting children with higher levels of need

If necessary, the SENCO, in partnership with parents/carers, will seek further advice and additional support from other specialist support teams. Formal referral forms will be completed and copies will be kept on the child's file along with any correspondence received from the agency. Where telephone referrals are made, a record of the information provided will be kept on the child's file.

At this stage, external support services will:

- provide specialist assessments to inform planning and the measurement of a pupil's progress;
- give advice on the use of new or specialist strategies or materials and;
- in some cases, provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets and outcomes have been set and achieved. Permission for this information to be shared will be sought from the parent prior to the referral being made. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

Cotherstone Primary School has established strong links with a range of external agencies and uses them effectively to support children with SEN. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, developmental co-ordination disorder and dyspraxia or dyscalculia.
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals
- Stronger Families
- SENDIASS

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken.

Referral for Education, Health and Care Assessment (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, or where the child has not made expected progress following at least two cycles of assess, plan, do, review of their SEN Support Plan, the School or parents should consider requesting an Education, Health and Care Assessment. At this stage, the child will have demonstrated significant cause for concern. To inform this decision, the Local Authority will expect to see evidence of action taken by the school and they will need information about the child's progress over time as well as a range of other documentation relating to the child's needs.

These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- Records of special arrangements that have been put in place or any additional resources that have been used and their effectiveness;
- At least two SEN Support plans showing the assess, plan, do, review process and their evaluations;

- Records of regular reviews and their outcomes;
 - The pupil's health information, including the child's medical history where relevant;
 - Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics and any other subjects if appropriate;
 - Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
 - Views of the parents and of the child;
 - Parental completion of the 'My Story' document that outlines the child's background, including information on family, the pupil's health including the child's medical history where relevant and the involvement of other professionals such as health, social services or education welfare service;
 - Involvement of other professionals such as health, social services or education welfare service.
- Parents or school are the only partners who can request an Education, Health and Care Assessment.

Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be formally reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs;
- Short term outcomes for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with an EHCP will have short-term outcomes set for them that have been established after consultation with parents and, where appropriate, the child. An EHCP will be reviewed annually and will last until the child is 25, or all outcomes are met.

Monitoring and assessment

Pupils with SEN are monitored using the same assessment procedures used for other pupils in school, although at times these are adapted to make them more accessible/appropriate. Monitoring or progress towards targets is carried out by Teachers and support staff. Additional assessments are sometimes used to check progress made such as reading/spelling scores, dyslexia/dyspraxia screenings. For some children with SEN, it may be appropriate for them to have special arrangements to help them access their Year 6 SATs. This may take the form of extra time, having an adult read the Mathematics papers to them or an adult to act as a scribe. This is something that the Class 3 Teacher or SENCO will discuss with parents, if appropriate. Although some pupils with SEN may not achieve objectives which are in line with National expectations or with the majority of the peers in their year group, it is still important that we have high expectations for their achievement and monitor them to make sure they are making adequate progress.

What is adequate progress?

This may include the following:

- Improvement in self-esteem and confidence;
- Increased independence when approaching tasks;
- Improvement with social skills or behaviour;

- Progress which matches or betters previous rates of progress;
- Progress similar to peers working from similar starting points;
- Closing the attainment gap (the gap between children with SEN and without SEN);
- Preventing the attainment gap from getting wider

Reviews of EHCP and Support Plans.

It is a statutory requirement for children with an EHCP to have an Annual Review. At Cotherstone Primary School, we hold formal *annual* reviews for children with an EHCP and *termly* reviews for children with SEN Support Plans. Parents / carers and other agencies, where appropriate, are invited to these review meetings. Parents / carers of children with an EHCP are also invited to attend termly review meetings to discuss the progress made towards the outcomes identified within the EHC Plan. These SEND reviews are completed as a scheduled meeting, which is separate to the termly parent and Teacher open evenings to discuss academic progress. During these SEND review meetings, feedback is given about a child's progress against their current targets and new outcomes are agreed. Parents, carers and other professionals are invited to share their views and the outcomes of any interventions and assessments they have completed. Written records of all review meetings are kept on the child's file.

Deciding how we place children on the SEND register

In line with the guidance from the SEND Code of Practice, we place children on our register if their learning difficulty or disability calls for special educational provision, which is *different from or additional to* that normally available to pupils of the same age. We ensure that high quality teaching is available to the whole class.

We assess and review children on a termly basis. This can aid the identification of pupils making less than expected progress, given their age and individual circumstances. If a child's progress shows it is:

- Significantly slower than that of their peers starting from the same baseline;
- Failing to match or better the child's previous rate of progress;
- Failing to close the attainment gap between the child and their peers;
- Widening the attainment gap.

Records are kept on all children with SEND, detailing steps taken to support them in school. All SEND record files are kept up-to-date by the SENCO. These are stored securely following data protection guidelines.

SEND Register.

This is maintained by the SENCO. It indicates which children have SEND and what stage they are at, e.g. support plan, EHCP. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;
- Involvement of outside agencies;

- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies.

Individual Pupil Files are kept up to date by the SENCO. These will include records of:

- Child's name;
- Details of SEND;
- Copies of referrals made to outside agencies;
- Involvement of outside agencies, including records of informal discussions, feedback meetings and written assessment reports;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies;
- Copies of SEN Support Plans / EHCP documentation.

Transfer of Information.

The transfer of information will be the responsibility of the SENCO. A member of office staff will ensure that the pupil transfer checklist is completed within an appropriate timescale. If paper copies of documents are handed over, these will be signed by a representative from the child's new school and a representative of Cotherstone Primary School. A member of office staff will also ensure that if requested, electronic documents are transferred securely following Durham Local Authority guidelines. SEND information required for children who join Cotherstone Primary School will be gathered by a member of office staff following guidelines put in place by the SENCO. All paper records received will be signed for by a member of staff from Cotherstone Primary School and a representative from the child's previous school.

Policy Evaluation

The implementation of this policy and its effectiveness will be monitored by the Head Teacher, Mrs Julie Gibson, and SENCO, Mr Batchelor. It will be reviewed annually.

When reviewing the success of this policy we will consider:

- the progress of children with SEND compared to non- SEND children;
- the standards reached by children with SEND;
- the percentage of parents attending review meetings, including Annual Reviews;
- the number of complaints received regarding SEND provision;

Through regular classroom observation and scrutiny, we will also consider:

- the quality of curriculum planning;
- the extent to which teachers and SEND support staff work together as a team;
- the extent to which pupils are following an appropriately differentiated curriculum;
- the use of varied resources which enable pupils with SEND to make progress towards their targets and outcomes;
- the ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

CONTACTS

SENCO	Mr Batchelor
Named Governor with responsibility for special needs	Mrs P Nicholls
Educational Psychologist	Jilly Crammond

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