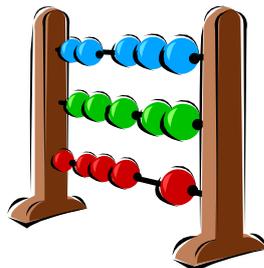


Cadishead Primary School

Special Education Need & Disability (SEND)  
&  
Inclusion Policy





Staff and Governors of Cadishead Primary School are committed to providing an appropriate, high quality education to all children. We believe that each child has an entitlement to:

- A broad, balanced, relevant curriculum
- A choice of extra curricular activity
- Well trained staff
- Respect for their learning styles and needs
- Non discriminatory teaching

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, both academic and emotional, and the achievement of, different groups of learners:

- Girls and boys
- Free School Meals
- Minority ethnic and faith groups, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs - mild, moderate, dyslexia, autism, medical
- Learners who are disabled
- Learners who are more able
- Learners who are looked after by the local authority (LAC)
- Others such as those who are sick; those who are young carers; vulnerable families under stress
- Any learners who are at risk of disaffection and exclusion

At Cadishead Primary School we believe that all teachers are teachers of special educational needs and that the needs of the majority of children will be met through quality first teaching, which includes differentiation by; teaching styles, support, organisation and materials.

Through effective monitoring, children identified as 'in need' will be supported by a wide range of staff including teacher, teaching assistants and the SENCO. In this way we provide teaching and learning contexts that will enable every child to achieve his or her full potential.

## **Objectives**

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children, as age and maturity allows, in planning and in any decision making that affects them.

## **Arrangements for Leading SEN Provision**

- Class teachers and members of the senior leadership team review the progress of all pupils every term (progress meetings) with a focus on attainment, achievement and those pupils who have not made expected progress. Children with additional needs are identified and strategies planned to meet their needs, this may include intervention plans and individual IEPs.
- The SENCO reviews the SEN register with all teachers. Staff review and write new IEPs which are shared with the parents and pupils by the class teacher. Parents are asked to sign the IEP.
- The SENCO supports staff responsible for delivering teaching programmes by recommending resources and strategies.
- SEN support is primarily delivered by class teachers through differentiated teaching methods and resources. Additional support is provided by trained teaching assistants (TA's). This is funded from the school's annual budget. The support timetable is reviewed by the SENCO, in line with current pupil needs, educational initiatives such as English and Maths strategies, and the budget. Additional support (statements or EHCP's) are funded by 'top-up' from the local authority.
- The SENCO works alongside outside agencies as required.

- The SENCO undertakes annual reviews for children who have a Statement for SEN or EHCP. Parents, class teachers, TA's and relevant outside agencies are invited to these meetings.

### **Specialised Provision**

There are no special educational needs classes at Cadishead Primary School.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs, including those with dyslexia or autism.

The school's system includes reference to information provided by:

- Pupil Progress Data for Reading, Writing and Maths
- Baseline assessment results
- National Curriculum descriptors for the end of a Key Stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN or EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning

### **Our Graduated Response Model**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be then be added to the SEN list. 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. The support provided consists of 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. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Quality first teaching is characterised by teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil makes less than expected progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

### **Support and Intervention at Bands A and B**

The pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is making less than expected progress, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the pupil, parents, class teacher. The information gathered will help the school to decide what help may be needed. The help will be recorded on an Individual Education Plan (IEP) which will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions is also recorded on the IEP and continues to be the responsibility of the class teacher.

Progress against targets will be reviewed at least termly and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents are informed of pupil's progress and will be given copies of any new IEP's

### **Support Intervention band C**

If a pupil continues to make less than expected progress the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Learning Support Service and Occupational Therapist. Parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Advice from outside professionals will be

incorporated into the target setting and these professionals will be invited to contribute to the monitoring and review of progress.

### **Statements / EHCP's**

- For a child who is not making adequate progress, despite a period of support and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary for the child to have an Education Health and Care Plan (EHCP)
- The school is required to submit evidence to the LA's Special Needs Panel which makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current criteria for making a statutory assessment.
- Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

If a child has a statement of SEN or Education Health Care Plan in addition to the regular review of their targets, their progress and the specific support outlined in their statement /plan will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer although planning for a successful transition to adulthood will be an integral part of all reviews.

If a pupil makes sufficient progress a Statement or Education Health Care Plan may be discontinued by the Local Authority, following the achievement of the outcomes.

### **What is NOT SEN - but may impact on progress and attainment**

Disability (the Code of Practice outlines the reasonable adjustment duty for all settings - but these alone do not constitute SEN)

Attendance and Punctuality

Health and Welfare - with due regard to the Statutory Guidance on managing pupils with medical conditions (April 2014)

EAL

Being in receipt of the Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will endeavour to identify.

### **The School's Arrangements for SEN and Inclusion In-Service Training**

- The SENCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.
- The leadership team ensures that training in specialist areas is made available to all staff as and when required.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.
- The SENCO is responsible for the Performance Management of the TA's across school

### **Work with Partners**

- The Educational Psychologist visits the school when required for planning meetings with the SENCO and provides bespoke support and assessment
- The Learning Support Service can provide specific information and advice, share resources and provide in service training
- The SENCO liaises frequently with a number of other outside agencies, for example:
  - Children's Services SEN
  - School Nurse
  - Community Paediatrician
  - Speech Therapy / Physiotherapy / Occupational Therapy / CAMHS
  - Brief Intervention Team
  - The Locality Team
- Parents/carers are informed if any outside agency is involved

### **Partnership with Parents/Carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process
- Statutory Review Meetings
  - At review meetings the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how pupils can be supported at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
  - Parents/carers are always invited to contribute their views to the review process.

- Parents are given copies of their child's IEPs.
  - Ideas for supporting learning at home will be discussed.
- Parent's evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
  - Regular communication between school and home will ensure that concerns are promptly acted on.

### **Links with Other Schools/Transfer Arrangements**

- Early Years staff will meet with staff from pre-school provision prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to request further information.
- The SENCO will pass on information to new schools, when pupils leave Cadishead Primary.
- The SENCO links with High School SENCO's at or before the point of transfer.

### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be effectively differentiated and the teaching styles will be diverse.
- Visual timetables are used in every classroom.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate (mind-mapping etc)
- Support aids and resources are readily available within classrooms enabling children to be as independent in their work as possible.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

- The school will aim to ensure that extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- Printed materials may be adapted so that children with literacy difficulties can access them, or ensure access by pairing children with peer support or extra adult support.
- Alternatives to paper and pencil recording may be provided, e.g. adult scribing and resources such as different coloured paper or coloured overlays.
- A range of assessment procedures are used within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Access to Assessment**

For information on assessment procedures see school Assessment Policy.

### **Admission Arrangements**

- Children with additional needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Salford's guidance clearly states places cannot be refused because of a child's Special Educational Needs. In certain circumstances when a child has a Statement of Special Educational Needs this can state that the child should attend a particular school as a result of their SEN.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating Diversity into the Curriculum and Wider School**

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling.

- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising all equality issues.
- Cadishead Primary encourages the inclusion of all children in the School Council and other consultation groups.
- All pupils have access to a range of staff in whom they can confide. The school places great emphasis on listening to children.
- Where appropriate, support can be provided for the children through our links with the TAMHS team.

### **Working with Disabled Parents/Carers**

- Cadishead Primary recognises that there may be parents/carers with a disability and in such circumstances we work to try to ensure they are fully included in parents/carers activities.

### **Disability equality and trips or out of school activities**

- We aim to ensure that all school activities are accessible to all children.

### **Evaluating the success of the School's SEN and Inclusion Policy**

- The SENCO will provide reports to the Governing Body.
- Cadishead Primary School has a named Governor for SEND
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be developed through school improvement planning.
- The policy will be reviewed annually by the SENCO.

### **Dealing with Complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Signed: \_\_\_\_\_ Neil Hargreaves, Headteacher

Signed \_\_\_\_\_

Chair of Governors