



CLARE COMMUNITY
— PRIMARY SCHOOL —

Special Needs and Disabilities Policy

Abbreviations used:

EHCP - Education, Health and Care Plan

EYFS - Early Years Foundation Stage

HT - Headteacher

LA - Local Authority

SEND - Special Educational Needs and Disability

SENDCo - Special Educational Needs and Disability Co-ordinator

SES - Specialist Education Services

SSP - School Support Plan

SVCS - Stour Valley Community School

All members of Clare Community Primary School staff, in conjunction with the authorities (Stour Valley Educational Trust, Governing Body and LA) have a responsibility to ensure that every child has an equal opportunity to attain their maximum potential in all aspects of our broad and balanced curriculum. This is achieved through collective responsibility for raising attainment for all pupils, through inclusive teaching and having high expectations for all pupils and through understanding that every teacher is a teacher of SEND.

This policy has been updated in line with the *SEND Code of Practice 2015: 0-25 years*, which states:

- A child or young person **has SEND** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person **has a learning difficulty or disability** if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This policy also should be viewed in conjunction with the school's Behaviour for Learning Policy (see sections relating to SEND Pupils, Positive Behaviour Reinforcement and Self-Regulation).

We use the principle of *Graduated Response* with regard to the identification, planning, implementing and reviewing support for pupils with SEND. The Four Key Actions of the *Graduated Response* are:

Assess

Plan

Do

Review

SEND provision may be triggered when students fail to achieve adequate progress, despite having had access to differentiated teaching. This could be instigated through a discussion with parents or staff (See **Appendix 1**). Lack of adequate progress may be indicated by:

- Little or no progress despite the use of Quality First Teaching, targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy (two years or more).
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.

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- Sensory or physical impairments that result in little progress despite provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific adaptations to access learning.

Special educational needs may relate to one or more of the following areas of need:

Communication and interaction;
Cognition and learning;
Social, Emotional and Mental Health Difficulties;
Sensory and physical needs

The following are not considered SEND but may have an impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality Legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

PARTNERSHIP WITH PARENTS/CARERS

Clare Community Primary School works in partnership with parents. We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- signposting parents to additional sources of information and support outside of school, including training provided by outside agencies
- keeping parents and carers informed during assessments by outside agencies, also including assessments for Educational Health and Care Plan (EHCP), and any related decision-making process about SEND provision.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in

- the self-review of their own progress
- setting new School Support Plan targets
- contributing to one page profile
- discussions with professionals from outside the school.

MANAGEMENT OF SEND WITHIN THE SCHOOL

We recognise that all members of staff are teachers of children with SEND. In line with the recommendations of the Code of Practice, the SENDCo at the school is responsible for overseeing the day-to-day operation of the SEND Policy as well as for:

- co-ordinating provision for children with SEND
- liaising with and advising teachers
- keeping up-to-date with the latest guidance on supporting children with (or without, if applicable) SEND, e.g. Mental Health provision
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies, e.g. referrals, applying for EHCP and High Tariff Needs Funding, transitions
- keeping the Head teacher and the governor with a responsibility for SEND fully informed
- advising on any extra-curricular programmes such as clubs supporting wellbeing
- monitoring the running and use of our Nurture room.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her SEND. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SPECIAL PROVISION

The school building has wheelchair access, and two disabled toilets. There are additional rails at two levels of the stairs in the building and stairs and steps are marked for children with visual impairment. Lift access is available for the lower level of the building. Externally, steps are marked for visual impairment, and the upper playground is accessible by a ramp with two levels of handrail.

The staff have expertise and have received training in the following areas:

- ADHD
- Attachment Disorder
- Autistic Spectrum Disorder (ASD)
- Dyslexia awareness and support
- ELKLAN (Speech and Language)
- ELSA
- Picture Exchange Communication System (PECS)
- Vocabulary and Word Finding
- Memory and Comprehension
- Creating SMART targets based on identified needs

There is a dedicated Nurture Room which can be used by children with SEND throughout the school day as part of our personalised offer.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

We adopt the following methods for identification and assessment:

- the analysis of data (start and end of year assessments including EYFS initial and end of Key Stage assessments)
- Accelerated Reader (Star Reader, book quizzes) analysis
- half-termly teacher assessments
- tracking individual pupil progress over time
- parental concerns
- The British Picture Vocabulary Scale
- Phonological Assessment Battery
- Pupil Progress Meetings (termly)
- School Support Plan Reviews involving children and parents (termly) (Appendix 2)
- ELKLAN Test of Abstract Language Comprehension
- Classroom observations by teachers and SENDCo following concerns about learning, behaviour or mental health
- White Rose Maths Assessments
- liaison with feeder schools on transfer for Reception or new pupils
- information from other services (Speech and Language Therapy, Occupational Therapy, Specialist Education Services (SES))
- Speech and Language Link assessments

The SENDCO maintains a record of pupils identified through the procedures listed, and deemed to be at SEND School Support. This record is reviewed at least each term with individual teachers and the HT.

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For pupils at SEND School Support an external agency may be involved in assessment and identification of individual needs. Pupils with EHCP are supported in line with their Plans which are reviewed annually alongside termly SSP meetings.

An additional register is maintained by the SENDCo of those children identified in collaboration with class teachers, as being 'Cause for Concern'. These children will be planned for within the normal differentiation in the classroom and they may also attend short term specific intervention groups. Some specific strategies might be suggested for these children to help manage behaviours that might be SEND-related. Individual One Page Profiles might be created to record the child's strengths and difficulties, together with the strategies to support him or her (Appendix 3).

Teachers are responsible for implementing SSPs with learning objectives that are 'SMART' (specific, manageable, attainable, realistic, and timed). Teachers review SSP targets each term.

LINKS WITH SUPPORT SERVICES

We aim to maintain useful contact with education support services. For pupils at SEND School Support any one or more of the following agencies may be involved.

- Art Therapy
- Child Development Centre (CDC)
- Early Help and/or Social Services
- Educational Psychology Service (EPS)
- Emotional Health & Wellbeing Hub (EHWH)
- Occupational Therapists (OT)
- Play Therapy
- School Nurse
- Specialist Education Services (SES)
- Speech and Language Therapists (S<)

The SENDCo will maintain links with other SENDCos through the SENDCo Forum.

TRANSITION

The school makes every effort to pass on information and communicate the needs of children by thorough liaison interviews, contact between SENDCos and exchange of records to ensure continuity of provision and make the transfer of children to new schools smooth and successful.

MONITORING AND EVALUATION OF SEND PROVISION

The effectiveness of our provision for pupils identified as having SEND is carried out in the following ways:

- attendance records
- classroom observations
- EHCP Annual Reviews
- feedback from all staff
- movement onto and off the register
- parent surveys
- pupil interviews
- Pupil Progress meetings
- pupil SSP review meetings and records of review meetings
- pupil tracking
- work sampling

MONITORING OF POLICY EFFECTIVENESS

We have identified the following success criteria to enable the Headteacher, SENDCo, Senior Management team and SEN Governor to monitor and evaluate the effectiveness of the policy.

- the SENDCo has regular meetings with the Head teacher and the governor responsible for SEND
- the register is updated at least termly.
- Termly Pupil Progress Meetings inform the tracking procedures of pupils with SEND
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with SSPs have the targets reviewed a minimum of three times a year
- pupils are involved in creating their SSP targets where appropriate
- relevant members of staff are aware of pupil targets
- SSP targets are SMART and written in accessible language
- SSP provision is directly linked to the identified needs of the child
- parents are aware of their child's targets
- parents express satisfaction with the provision made through surveys or/and informally
- teachers and support staff are aware of procedures and their responsibilities
- teachers' weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEND issues are included in staff development planning

COMPLAINTS

Complaints procedure

The majority of concerns from parents, carers and others are handled under the following general procedures. The procedure is divided into four stages;

Stage 1 - A concern is raised informally with a Class Teacher.

Stage 2 - Formal complaint is heard by the SENDCo.

Stage 3 - Complaint is heard by Headteacher.

Stage 4 - Complaint is heard by the Local Governing Body's Complaints Appeal Panel.

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| Ratified by Local Governing Body | CCPS LGB |
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