



Special Educational Needs and Disability Policy

April 2016

Philosophy

At Cherry Tree we strive to promote successful inclusive practice which will allow equality of access and opportunities for all learners. At Cherry Tree we believe that all children are entitled to an education that enables them to make progress so they can achieve their best, and that allows them to become confident individuals. We want our pupils to live fulfilling lives and make a successful transition into adulthood.

We believe that every pupil has individual and unique needs, however, we recognise that some pupils may require more support than others to achieve their full potential. We acknowledge that a proportion of pupils may require additional help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

The aims of our provision for our pupils with SEND (Special Educational Needs and Disability):

- To identify individual learning needs early.
- To assess, record and regularly review pupils' progress and needs so that provision is appropriately targeted.
- To ensure that appropriate objectives and achievable targets are set based on individual needs.
- To promote individual confidence and a positive attitude by giving opportunities for pupils with SEND to work with support, and to develop strategies that will allow them to work independently.
- To make reasonable adjustments for pupils with SEND so that they can take part in all aspects of the school's provision.
- To work collaboratively with parents, other professionals and support services and to involve parents/carers in planning and supporting at all stages of their children's development
- To ensure that pupils with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Roles and responsibilities in co-ordinating provision for SEN

- Provision for children with SEND is a matter for the school as a whole. **All staff** are responsible for helping to meet an individual's special educational need and for following the school's procedures for identifying, assessing and making provision to meet those needs.
- In co-operation with the Headteacher the **Governing Body** has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed representative governor (the SEN Governor), with specific oversight of the school's arrangements for SEND, and who helps to monitor the quality of SEND provision.
- The **Governing Body** will ensure that there are appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND. They will ensure that the necessary provision is made for any pupil with SEND and that all staff are aware of the need to identify and provide for pupils with SEND. They will ensure that pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- The **Governing Body** will be kept fully informed about SEN issues so that they can play a major part in school self-review. This will be reported on in the Headteacher's written report to Governors, and in reports to the Curriculum Committee

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- The **Headteacher** has responsibility for the management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher will keep the Governing Body informed about SEND issues and work closely with the SEN personnel within the school to ensure the implementation of this policy.
- The **Special Educational Needs Co-ordinator (SENCO)** is responsible for overseeing the day-to-day operation of this policy and for ensuring that an agreed, consistent approach is adopted throughout the school. This is ensured by liaising with and helping staff to identify pupils with SEND, and assisting staff in carrying out detailed assessments and observations of pupils with specific learning problems.

The SENCO will:

- Help to co-ordinate the provision for pupils with SEND in conjunction with the Headteacher to ensure the effective use of materials and personnel in the classroom, so that pupils with SEND receive appropriate support and high quality teaching in order for their needs to be met effectively.
- Support class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advise on appropriate resources and materials.
- Support and advise staff with any SEND concerns or issues.
- Assist the class teachers in managing learning support staff/teaching assistants as well as ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime, and support them in relation to behaviour management and other issues for particular pupils.
- Maintain the school's SEND records. The SENCO will monitor all of the IEPs to ensure that appropriate information is recorded and that targets are 'smart' and include advice of any external professionals.
- Monitor, in conjunction with the Headteacher, the teaching and learning of pupils with SEND and the impact of any intervention programmes. Assist in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records (AM7), end of year tests and SATs.
- Liaise closely with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaise with outside agencies, co-ordinate any referrals, organise Education Health Care needs requests, meetings and reviews, arrange meetings, and provide a link between external agencies, class teachers, parents and pupils.
- Contribute to the in-service training of staff by arranging staff INSET.
- Liaise with the SENCOs in receiving schools/and or other primary and pre-schools to help provide a smooth transition from one school to the other.
- Work with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The teachers will:

- **All teachers** should make themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- **All class teachers** are responsible and accountable for the progress and development of the pupils in their class. They ensure that all pupils, whatever their special educational needs, get the support they need and are included in school life.
- It is **each teacher's responsibility** to make appropriate provision for pupils with SEND in his/her class. All teachers have high expectations for every pupil, whatever their prior attainment, and set ambitious targets. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND.

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- All pupils are expected to make progress, and teachers are aware that SEND needs may be present in different learning situations. Teachers plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Class teachers will inform the SENCO of any children causing concern.
- Class teachers will write and review IEPs on a termly basis and provide feedback and opportunities for parents to discuss their child's needs and progress.
- Class teachers are responsible for sharing IEPs with their teaching assistants and providing necessary planning so that pupils meet their targets.
- **Learning support staff/teaching assistants** will be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND through consultation with class teachers. They will use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Information about the school's policies for the identification, assessment and provision for all pupils with SEN.

Definition of Special Educational Needs

'A child or young person has SEN 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 if he or she: has significantly greater difficulty in learning than the majority of others of the same age or, has 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.' SEND Code of Practice 2014

Concerns about a child may be categorised under the following headings:

Communication and Interaction Difficulties

These pupils may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand social rules of communication.

Cognition and Learning Difficulties

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD) and severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum, and profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties.

Social, Emotional and Mental Health Difficulties

This may include children who are withdrawn or isolated as well as those displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Difficulties

Some children may have a hearing or visual impairment. Some may have a multi sensory impairment and will require specialist support and/or equipment to access their learning.

Some children may have physical difficulties and require additional and ongoing support and equipment to access all the opportunities available to their peers.

Some children may have needs which cut across all of these areas or their needs may change over time.

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How pupils with SEN are identified and their needs determined and reviewed

- Class teachers supported by the senior leadership team make regular assessments of progress for all of the pupils. These will identify where pupils are making less than expected progress given their age and individual circumstances.
- As soon as there is a concern about a child's progress the teacher will discuss this concern with the SENCO and parents will be invited to meet with the class teacher. Class teachers or parents may identify strengths and weaknesses and suggest appropriate support for the pupil e.g. interventions. Agreed outcomes that are sought for the child will be discussed and the next steps. A date to review progress will be agreed.
- The first response is high quality teaching targeted at the pupil's area of weakness. Where progress continues to be less than expected the class teacher with the SENCO will assess whether the pupil has SEN. While this is happening the school will put into place extra teaching or interventions designed to secure good progress.
- Where it is decided that a pupil does have SEN (a pupil has SEN where their learning difficulty or disability calls for special educational provision, this means provision that is different from or additional to that normally available to the whole class) the decision will be recorded and the child's name will be entered on the school's Special Educational Needs Register. The teacher will formally inform the parents that special educational provision is being made. Teacher, parents and pupils will meet to discuss the concerns and to draw up/be shown an Individual Education Plan (IEP). Parents are fully aware of the planned support and interventions and the school encourages parents to reinforce or contribute to progress at home. All meetings allow sufficient time to explore the parents' views. The views of the pupils should be included in these discussions.
- Special educational provision will take action to remove barriers to learning. The SEN support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised (Assess, Plan, Do and Review).
- Assessment of the pupils should be reviewed regularly which will ensure that support and intervention are matched to need, barriers to learning are identified and overcome. There is a clear picture of intervention in place and their effect. Provision maps and IEPs will be reviewed and updated termly.
- Outside intervention will be sought if it is deemed necessary. Professionals may be involved (after asking parental permission) and liaise with the school to help inform the assessments.

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids they use for everyday life e.g. a wheelchair, hearing aid, equipment to aid vision. Teachers will take action in their planning to ensure that these pupils are enabled to participate as fully as effectively as possible.

Support Services

If a pupil continues to make less than expected progress despite support and interventions that are matched to the pupil's area of needs the school, or where a pupil continues to work at levels substantially below those expected of pupils of a similar age, the school will consider involving specialists. When it is considered necessary to refer a child to an outside agency the Class Teacher or SENCO will meet with the parents to discuss the referral. It may be appropriate that the parent themselves makes the referral e.g. through the family GP. If this not appropriate, however, the SENCO or Headteacher will make the referral.

The following agencies provide support to Cherry Tree Primary School:

- The Laurance Haines Learning Difficulties Base (Specific Learning Difficulties)
- Colnbrook Outreach Service (Moderate Learning Difficulties)
- Chessbrook Outreach Service (Emotional and Behavioural Difficulties)

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- Behaviour Support Team
- Hertfordshire Children and Family Services (Educational Psychology, Attendance Improvement Officer, Occupational Therapy, School Health Child and Adolescent Mental Health Services (CAMHS))
- Speech and Language Therapy Service.
- Speech and Language Advisory Service.
- Hearing Impaired Advisory Service
- Communication Autism Team

IEPS

- IEPs are written termly, they may include up to three targets which need to be SMART (specific, measurable, attainable, relevant and timed). A SMART target will be clear and use verbs such as: name, spell, read, write, retell, pick out, count aloud, complete, underline.
- IEPs should only record that which is additional to, or different from the differentiated curriculum or normal provision.
- IEPs will focus on short term targets that have been derived from assessment and that are part of continuous assessment. They should be curriculum focused as much as possible. If IEPs include targets about phonics or high frequency words the words will be listed on the IEP e.g. David will read/spell 10 words listed below with 100% success over four weeks and will use these words in daily reading and writing activities.
- The SENCO will help teachers to set targets and write their IEPs if they request support.
- IEPs will be reviewed at least termly (they can be reviewed and updated on a more regular basis if appropriate as they should be viewed as a working document). The impact and quality of the support and interventions will be evaluated with the views of parents and pupils. Parents can be involved in planning the next steps.
- Reviews and new targets will be shared with parents. IEPs will be signed by parents, teachers and pupils.

Exceptional Needs Funding

Applications for exceptional needs funding can be made under 5 separate categories:

- Children new to Hertfordshire
- Children accessing the free place entitlement for the first time (applicant from PVI settings)
- Children entering the school system
- Children for whom there has been a significant change in need
- Children whose funding is due for review.

The SENCO is responsible for making applications. If the pupil does receive funding then the school will receive money which can be used to support the pupil's needs. The funding is time limited.

Requesting an Education Health Care Needs assessment

Where despite, the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

How resources are allocated to ensure access to a broad and balanced curriculum

- All teachers include pupils with SEND in the classroom by having high expectations and providing appropriately differentiated activities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve; see Teaching and Learning Policy. They can draw on the SENCO/outside agencies for advice on assessment and strategies to support inclusion.

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- Pupils may be provided with support in a whole class situation to ensure understanding and completion of task. Teachers will ensure that work is differentiated appropriately in order for pupils with SEND to access the work and to ensure continuity and progression.
- During lessons the Class Teacher or Teaching Assistants may provide extra adult support on an individual basis or as part of a small group. There will also be times when our pupils with SEND need to work independently as we believe it is important our pupils with SEND learn strategies to work independently on some activities.
- Teachers will ensure that pupils with SEND are not always sitting on a table together but that they have the opportunity to work supported (by adults or their peers) within mixed ability groups.
- There may be additional support/interventions outside of lessons times led by Class Teachers and Teaching Assistants which will be listed on the provision maps e.g. daily readers, phonics support, reading comprehension support, maths catch up.
- Time will be set aside for Teachers or Teaching Assistants to carry out activities/strategies recommended by outside agencies e.g. Speech and Language Therapist, Educational Psychologist, SpLD Base, Occupational Therapist, Autism Advisory Service, Hearing Impairment Advisory Service.
- A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities provided and/or advised by external specialists.
- If any additional resources are required e.g. sensory cushions, special reading rulers, pencil grips are needed the SENCO will provide them in accordance with budgetary considerations. SEN resources are kept in the SEN room.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a Class Teacher in the first instance. Anyone who feels unable to talk to the Teacher, or is not satisfied with the Teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

Staff Development

- The SENCO meets with class teachers to review and discuss children's individual needs and support the implementation of IEPs as requested.
- Some staff meeting time is allocated for staff training, as appropriate, to discuss wider SEN issues and strategies.
- All staff are able to attend courses and support groups, which will enable them to develop their practice in supporting children with SEN.
- The SENCO also attends termly SEN Exceptional Needs Cluster meetings.
- The SENCO attends term SEN Cluster meetings in order to keep abreast of local and National SEN initiatives

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by Headteacher (SENCO, LMT) during formal lesson observations and 'walk abouts'
- evidence of differentiation and pupil progress through sampling pupils' work monitored by subject leaders in line with school monitoring and evaluation schedule

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- analysis of pupil tracking data and test results for individual pupils and for cohorts - evidence of pupil progress and rigorous monitoring of SEN support.
- monitoring of provision maps, IEPs and IEP reviews to monitor progress and development of pupils with SEN. Discussing pupil progress to ensure that high expectations are maintained.
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN governor
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.