

Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG

Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

**POLICY AND PROCEDURES**

|  |  |
| --- | --- |
| Title | Special Educational Needs Policy |
| Purpose | This policy outlines the framework for Cotwall End to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities. |
| Policy author | Mrs G Wilkes |
| File name and path | Staff>Staff>Policies>SEN Policy |
| Consultation | Presented to SLT:  Presented to staff:  Presented to governors: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policy adoption** | | | | |
| **Revision number** | **Date** | **Amendment** | **Revised by** | **Review date** |
| 1 | 1.09.18 | Entitlement, targeted support, SEN support, concerns about your child and evidence sections updated | G. Wilkes | 1.09.19 |
| 2 | 1.09.19 | Updated provision for SEN pupils | G. Wilkes | 1.09.20 |
| 3 | 1.09.20 | The graduated response and the referral process updated | G. Wilkes | 1.09.21 |
| 4 | 1.09.21 | No updates needed | G. Wilkes | 1.09.22 |
| 5 | 1.09.22 | No updates needed | G. Wilkes | 1.09.23 |
| 6 | 1.09.23 |  | S. Mason | 1.09.23 |

|  |  |
| --- | --- |
| Adopted by Governors |  |
| Adopted by Staff |  |
| Signed by Chair of Governors/Headteacher |  |



**Purpose**

Cotwall End Primary School believes that all children are entitled a rich and broad education that meets the needs of all pupils, including those with Special Educational Needs. Our SEN policy follows the guidance set out in the DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and The Equality Act (2010).

**Aims**

**To aim to:**

* Meet the learning needs of **all children** by providing an appropriate, varied and exciting curriculum
* Help children become responsible for their own learning
* Be emotionally intelligent in our approach to people
* Provide for children's social and emotional needs
* Create a superb initial impression and welcoming atmosphere
* Play an active part in our local community

.

**Equal Opportunities**

We believe that:

* All children should be treated with respect. Staff need to be sensitive to cultural differences and individual learning needs.
* All children are individuals and SEN strategies may need to be varied.

**Entitlement**

* This SEN Policy is applicable to children, staff and other adults within the school.

**Rights and Responsibilities**

|  |  |
| --- | --- |
| Head Teacher and Safeguarding Officer | Mrs Claire Williams |
| SEN Coordinator (SENCO) | Mrs Sarah Mason  (National Award for SENCO) |
| SEN Governor | Mrs Emma Hindle |

In addition, all members of the school community should work together to maintain our school ethos and to follow this SEN policy.

**The Special Educational Needs Co-ordinator**

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school’s SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Cotwall End is led by the Special Educational Needs Co-ordinator and she works with pupils, staff, parents and outside agencies.

**SEND Governor**

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

**Identification of Special Educational Needs**

The SEN Code of Practice 2015 states:

* 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 or disability if he or she:
* has a 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.

Pupils with SEN may have needs in one or more of the following areas:

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

There are other factors which impact upon progress and attainment. These include:

* Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
* Attendance and punctuality
* Health and welfare
* EAL
* Being in receipt of pupil premium grant
* Being a looked after child
* Being a child of serviceman/woman

Prior to Reception- Specialist Early Years Service, Speech and Language Therapy Service or other Health and Social Care services may inform the school about a forthcoming admission of a child with SEN.

Reception and beyond- Staff at Cotwall End are responsible for the teaching, the attainment and progress of all children, including those with Special Educational Needs.

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) The SENCO will discuss the level of provision the child will need and whether outside agencies should be accessed with staff and parents. The child will be added to the SEN register if this is deemed necessary.

f) If a pupil has recently been removed from the SEN register or could potentially be put onto the SEN register, then they will be entered as monitor.

g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) Parent’s evenings are used to monitor and assess the progress being made by children.

**A Graduated approach to offering support for children with SEN**

**Quality First Teaching**

|  |  |
| --- | --- |
| **Area of Difficulty** | **Provision** |
| Cognition and Learning | Differentiated curriculum planning, activities, delivery and outcome  Increased visual aids / modelling etc  Increased Visual Aids  VAK approach |
| Social, Emotional and Mental Health | Whole school and class reward system  Whole school and class rules  Whole School Policy for behaviour |
| Communication and Social Interaction | Flexible teaching arrangements  Structured school and Class Resources  Differentiated Curriculum Delivery  Differentiated Outputs  Increased Visual Aids  Visual timetable  Use of symbols and pictures |
| Sensory and Physical | Flexible teaching arrangements  Teaching awareness of sensory and physical impairment  Availability of resources  Writing slopes  Pencil grips |

**Targeted Support**

|  |  |
| --- | --- |
| **Area of Difficulty** | **Provision** |
| Cognition and Learning | Parent reading volunteers  Group support in English and Maths  High frequency word games  Multi-sensory spelling group  Precision Teaching  Speed up programme for handwriting  Numicon  Structured Peer Tutoring  Group Enable |
| Social, Emotional and Mental Health | Circle time  Social Skills group training  Small group Circle Time  Anger Management  Home/ School communication book  Nurture  Resilience building group |
| Communication and Social Interaction | Group support in English and Maths  In class support with focus on supporting speech and language  Use the ‘Resource & Guidance Guide’, ‘Class Based Strategies’ and ‘The Speech Wheel’ from SALT  My talking book- for home/school links |
| Sensory and Physical | Flexible teaching arrangements  Teaching awareness of sensory and physical impairment  Availability of resources  Writing slopes  Pencil grips  Coloured overlays |

**SEN Support**

|  |  |
| --- | --- |
| **Area of Difficulty** | **Provision** |
| Cognition and Learning | Pre teaching  Additional individual reading  Intense literacy support  Memory skills training  Word finding games  Vocabulary building games  Developing phonological awareness  Turnabout  Precision teaching  Structured Peer Tutoring  1:1/ group Enable |
| Social, Emotional and Mental Health | Nurture  1:1 Withdrawal  1:1 classroom support  Individual Behaviour Plan  One page profile  Individual reward system  Home – school record |
| Communication and Social Interaction | Nurture  Input from Autism Outreach Team  1:1 withdrawal Speech and Language Intervention  Speaking and Listening through Narrative |
| Sensory and Physical | Get Moving  Speed up programme  Individual support in class during PE and lunch time  Physiotherapy programme  Access to PC with keyboard  Hearing Loop  Radio Aid |

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. This is achieved through the Graduated Approach which consists of a four–part process:

* Assess
* Plan
* Do
* Review

**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 and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the provision that is required; the impact on progress, development and or behaviour that is expected and a clear date for review. 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 teaching assistants to plan and assess the impact of support and interventions and identify links with classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of 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 (EHCP)**

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 or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

* Parents
* Teachers
* SENCO
* Social Care
* Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, 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 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.

Further information about EHC Plans can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

Or by contacting,

Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on 01384 236677

**Education, Health and Care Plans (EHCP)**

a. Following Statutory Assessment, an EHCP will be provided by Dudley Metropolitan Borough Council, 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.

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

c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least 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.

**SEN Arrangements**

## The SEN List

* There is a Special Educational Needs List at Cotwall End recording the names of children with special educational needs and/or disabilities.
* The SEN List is a list of children’s name and class, identification of their primary need and the external agencies involved in supporting the child.
* The SEN List is drawn up by the SENCO in liaison with all staff and updated at the beginning of each term and during the term as changes occur.
* A copy of the current List is available in an SEN folder on the staff shared area.
* All members of staff have access to a copy of the SEN List; any amendments to the list must be completed by the SENCO as it also requires amendment on Integris in order to ensure that accurate records are being held online.
* From September 2014 there will only be one level of support SENS – Special Educational Needs Support. This replaces and encompasses School Action, School Action Plus and Statements for up to 20 hours. Cotwall End School will also have another level which is SENS E- Special Educational Needs Support Enhanced- to identify those pupils who may need at EHCP.

## SEN Paperwork

* SEN files labelled with each stage of the Code of Practice are stored in the SEN office, which can be locked to ensure confidentiality.
* All children included on the SEN List have a named section in the appropriate file, or a separate file of their own.
* All SEN paperwork pertaining to each child is filed under the child’s name.
* All teachers are given copies of relevant, current paperwork concerning children in their class or groups.
* Teachers are responsible for placing old paperwork into confidential waste.
* Teachers are responsible for sharing paperwork with Teaching Assistants.
* Early Years information is kept separately and is the responsibility of the Pre-School Coordinator and Early Years SEN Team. The Pre-School Coordinator will keep the SENCO fully updated regarding pupils and their needs.
* It should be noted that following contamination by asbestos during the summer holiday 2012, all existing SEN files were destroyed during the decontamination process. The SENCO holds lots of data on line, however, all the written notes, observations, records of meetings and annotated IEPs cannot be replaced as they were not stored electronically.

## Record Keeping

* All SEN files are stored in the SEN Office.
* All members of staff should have the following current records in their SEN folder/Class Record File:

1. A copy of the SEN List
2. A current copy of provision mapping for children on the SEN register.
3. Any monitoring reports for children seen by LSS or any other outside agency.

* Copies of all Provision Mapping is kept on the shared area and is the responsibility of the Class Teacher.
* Any pupils who previously would have had a statement, are now termed as enhanced. These pupils have a separate individual file.

## Resources

* SEN resources are kept in the photocopy room in the KS1 building. Reading materials and other phonic based games, suitable for SEN pupils in KS2, are also available in the SEN Room and within each phase.

## Referral

Concerns about a child’s progress:

* Concerns about an individual child’s progress should be made to the SENCO using the using a ‘Cause for Concern’ form and raised during pupil progress meetings held twice each term.
* Advice and suggestions can be requested at any time concerning resources, differentiation, approaches to learning, and/or specific problems.
* Parents can be referred to the SENCO, if necessary, for advice or help with their child whether they are included on the SEN List or not.
* Children causing serious concerns that cannot be solved quickly should be mentioned immediately to the SENCO.
* If a child is causing concern, it is vital that detailed records and levels of achievement are recorded.
* ALL pupils entering school from another setting MUST be given baseline assessments for Reading, Writing and Numeracy within the first two weeks of them arriving at school. These assessments must be kept as they form evidence of the level on entry of the child. Any concerns must be reported to the SENCO immediately.

Concerns about a child’s social, emotional or behavioural welfare:

* Concerns about a child’s behaviour should be made to the SENCO using a ‘Cause for Concern’ form.
* Members of staff will then be given advice on strategies to use with the child. If concerns continue the SENCO will complete observations and may request that a behavioural record be kept to identify behaviour patterns or triggers. If concerns continue, despite support strategies being used, the SENCO will seek advice from an external agency; this could be the Educational Psychology Service, the Learning Support Service or Speech and Language therapy.
* Concerns regarding the social or emotional wellbeing of a child should be shared with members of the Senior Leadership Team. The child may benefit from some targeted interventions through the School’s Nurture Room, The Hut, and a referral detailing the concerns must be completed and given to the SENCO.

Evidence may include any of the following:

1. High Frequency Word Lists
2. Phonic check lists
3. Judgement against Year group expectations in relevant subjects (with evidence)
4. DAPA
5. Behaviour records, including A B C record sheets, Antecedent, Behaviour and Consequence
6. Specific details of strategies tried by class teacher/ learning support assistant, to help to solve difficulties the child is having
7. Any specific resources already tried by class teacher/ classroom assistant
8. Targets relevant to the child

* It is important that information is gathered on the child’s current attainment and the difficulties they are experiencing. The more evidence we have, the better it is for the child and school in accessing the correct support from external agencies.

**Transition**

**Inter-School/Nursery to School Transfers**

Records are received from previous schools/year group and passed to class teachers and the SENCo where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

**Transfer to Secondary School**

The SENCO meets with Secondary SENCO’s to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCO’s.

**Supporting Children 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 a EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

**Monitoring and Evaluating SEND**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

**Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

**SEND Code of Practice: 0-25 guidance 2015**

For more information, please visit:

[**https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**Signed (Head teacher)…………….………………. Date…………………..**

**Signed (SEND Governor)…………………………. Date…………………..**

**Signed (SENCO)……………………………………. Date…………………..**