

Cotwall End Primary School



Special Educational Needs and Disabilities Policy (SEND)

Written by	Sarah Mason
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Reviewed	

Special Educational Needs and Disabilities Policy

1. Our Commitment to SEND

Cotwall End is an inclusive mainstream primary school. With a commitment to ensuring that all children flourish, whatever their needs and abilities, with the provision of a broad, balanced and relevant curriculum of the highest quality, we recognise that Special Educational Needs and/ or Disabilities (SEND) maybe experienced throughout or at any time during their school life.

As a school, we endeavour to raise achievement, remove barriers and celebrate success by focussing on high aspirations and improving outcomes for pupils with SEND. This is achieved through our school ethos and values, by nurturing and empowering pupils, responding to their voice and raising aspirations.

The staff at Cotwall End work in close partnership with pupils with SEND and their families to support their education and holistic well-being.

2. Aims of the SEND Policy

Cotwall End Primary School aims to provide every pupil with a broad and balanced education. This includes the delivery of the National Curriculum (2014) in line with the SEND Code of Practice (January 2015).

Our SEND Policy and SEND Information Report aims to:

- Ensure that needs of all pupils are met
- Raise the aspirations and expectations of all pupils with SEND
- Improve outcomes for pupils with SEND
- Provide equal opportunities for all pupils
- Ensure that every teacher is a teacher of SEND.

3. Objectives

We plan to meet the aims of the policy by:

- Seeking to identify the needs of pupils with SEND as early as possible. This is most effectively completed by gathering information from parents and/ carers, health care services, education and early years settings prior to the child's entry into school life.
- Monitoring the progress of all pupils to support the identification of pupils with SEND. Class teachers closely monitor pupils with SEND to help ensure that they reach their full potential.
- Making appropriate provision to overcome barriers to learning and ensure that pupils with SEND have full access to the National Curriculum, ensuring effective use of resources.
- Providing training for staff to improve the quality of the provision available for pupils with SEND.
- Working in partnership with parents and/ carers to develop a greater understanding of the pupil and involve them in each stage of their education. This partnership includes providing regular updates on their progress and supporting their understanding of SEND procedures and practices.
- Developing a positive working relationship with outside agencies.

- Creating a learning environment that enables pupils to contribute to their own learning. Participation in wider aspects of school should be facilitated and pupils should feel safe to voice their personal opinions.

4. Legislation and Guidance

This policy and the SEND Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibility for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCO's) and the SEND Information Report.

5. Definition of Special Educational Needs

At different times in their school career, a child or young person may have a special educational need.

The Special Educational Needs and Disabilities Code of Practice (January 2015) defines Special Educational Needs and Disabilities (SEND) as:

“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 them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age or,*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”*

The Equality Act 2010 definition of disability is:

“A person has a disability for the purpose of this Act if(s) he has a physical or mental impairment which has a substantial and long-term adverse on his ability to carry out normal day-to-day activities.”

If a learner is identified as having SEND, the provision offered by our mainstream school will be 'additional to or different from' the normal curriculum adaptations generally available to pupils of the same age.

6. SEND Broad Areas of Need

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

- Cognition and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical

Some pupils have difficulties clearly defined by one of these areas; some have needs that span two or more areas.

Communication and Interaction

Pupils with SEND may have difficulties in one or more of the areas of speech, language and communication. Those with speech, language and communication needs cover a range of abilities. They may find it more difficult to be understood, pronounce words or sounds clearly, or have problems expressing themselves. They may find it hard to follow instructions or understand explanations due to poor understanding of vocabulary and/ or word meaning. These difficulties may become increasingly apparent as the language they need to understand becomes more abstract and complex.

Children with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate with others.

Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. They may find it more difficult to acquire basic literacy and numeracy skills or in understanding concepts. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed skills. Pupils with a learning difficulty are at increased risk of developing mental health issues and may therefore need additional support with social development, self-esteem or emotional well-being.

Pupils with **Moderate Learning Difficulties** (MLD) may have a general developmental delay, which means that they reach developmental milestones later than their peers and learn more slowly.

Pupils with **Severe Learning Difficulties** (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum.

Pupils with **Profound and Multiple Learning Difficulties** (PMLD) have severe and complex learning difficulties as well as other significant difficulties, such as physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Pupils with **Specific Learning Difficulties** (SpLD) may have difficulty with one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. A discrepancy between achievement and general intellectual ability may indicate that a child has SpLD, although they can occur across the whole ability range.

Social, Emotional and Mental Health

For some pupils, difficulties in their emotional and social development can mean that they require different provision for them to achieve their full potential. They may have under-developed social skills and find it difficult to make and sustain healthy relationships.

Pupils can experience a wide range of mental health problems which could manifest as difficulties such as anxiety, depression, self-harming or eating disorders. They may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Some pupils may have other recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder or Autistic Spectrum Disorder (ASD).

Sensory and/ or Physical

There is a wide range of sensory and physical difficulties that can affect pupils across the ability range. These may include, visual impairments, hearing ompairments, multi-sensory impairments or physical impairments. Some pupils require minor adaptations to the curriculum or physical environment. Many adaptations may be required as 'reasonable adjustments' under the Equality Act 2010.

7. Identification of SEND

At Cotwall End, we aim to identify pupil's with SEND as early as possible through a range of strategies including:

- Transition Meetings with previous educational settings
- Concerns shared by parents and/ carers
- Staff identification of pupils causing concern
- Baseline assessments
- Pupil progress meetings
- Referrals or concerns from outside agencies.

Clearly defined procedures for identifying and acting upon SEND are outlined in the Code of Practice. Within school, pupils with SEND are identified on the school SEN register so that provision to meet their needs can be routinely planned for. Parents will be formally advised is their child has been identified with a SEND. As pupils progress, they may be removed from the SEN register when their needs no longer require special educational provision.

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

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty of all schools under the current Disability Equality Legislation-These alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being a Child in Care
- Being in receipt of Pupil Premium
- Being a child of a parent in service

8. SEND Provision

At Cotwall End, SEND provision is classified in three 'waves' of support- universal, targeted and specialist. Edukey Provision Maps are used to plan and review Individual Learning Plans (Provision Maps) for pupils with SEND.

10.1 Quality First Teaching

At Cotwall End Primary School, all teachers are expected to deliver high quality teaching that is adapted, scaffolded and personalised to meet the individual needs of the children. Universal Provision is based on inclusive approaches to teaching and learning which benefit all pupils but

are essential to pupils with SEND. Assessment of learning will provide continuous evidence of pupil's progress and focussed feedback sessions are used to address misconceptions and prevent gaps in learning from occurring.

Universal Provision- Quality First Teaching (Wave 1)			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
<ul style="list-style-type: none"> Total Communication Approach Visual Timetable Use of visual aids, symbols and pictures Modelled communication Communication Partners Collaborative Group Work Simplifying language & chunking instructions Sentence Stems Word mats 	<ul style="list-style-type: none"> Adaptive teaching (planning, delivery, resources & outcome) Multi-sensory learning approach Additional processing time Curriculum enrichment Learning scaffolds & modelling Manipulatives & practical resources TA support Dyslexia Friendly Practices Access to visual aids e.g. task management checklist 	<ul style="list-style-type: none"> PSHREE Programme Attendance rewards Anti-Bullying Ambassadors Play Leaders Lunchtime Buddies Pupil Leadership Roles School Values Rewards and awards Assemblies Environmental adaptations e.g. seating positions 	<ul style="list-style-type: none"> Staff aware of any sensory &/ or physical difficulties Modified resources e.g. simplified text/ language, large print Aids & specialist equipment e.g. writing slopes, pencil grips Learning & Movement breaks Brain breaks Fidget toys

10.2 Targeted Provision

Some pupils, despite having access to Quality First Teaching, may be identified as needing targeted interventional support. These interventions may be classed as specific, additional or time-limited and will be targeted to close gaps and accelerate key points of learning. Targeted interventions may be offered in small groups, pairs on a 1:1 basis.

External agency support and advice may be sought. Recommendations/ outcomes of the advice may result in a school-led targeted intervention within wave 2 provision.

Targeted Provision (Wave 2)			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
<ul style="list-style-type: none"> Listening & attention games Memory games Pre-teaching vocab Classroom Based Strategies Get Talking Talk About Mr Good Guess WellComm Early Years WellComm Primary 	<ul style="list-style-type: none"> Basic skills pre-teaching Multi-Sensory sound, reading & spelling games Numicon Fresh Start Group Enable Precision Teaching Structured Peer Tutoring/ Six Pockets Toe by Toe Turnabout Access Arrangements for tests & general classroom practice 	<ul style="list-style-type: none"> Bereavement Support Circle Time Lego Therapy Pastoral Sessions Nurture 100 Minute Model Rainbow Room Early Years Provision Social Skills/ Circle of Friends Reflexions School Nurse support Sycamore behaviour support 	<ul style="list-style-type: none"> Cool Kids Get Moving Speed Up Handwriting Programme Write Dance Touch Typing Alternative methods of recording Sensory Circuits Sensory Tool Kit

10.3 Specialist SEND Provision

For pupils with multiple or complex needs requiring a high level of individual support, specialist provision will be accessed if targeted provisions have had insufficient impact. Provision will be highly tailored to the needs of the individual pupil.

Specialist SEND Provision (Wave 3)			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/ or Physical
Wave 2 tailored targeted interventions to be accessed as required. Specialist support to include:			
<ul style="list-style-type: none"> Autism Outreach Support Speech & Language Therapy assessment & programme 	<ul style="list-style-type: none"> Educational Psychologist Assessment, strategies & recommendations Learning Support Service Assessment Intense Literacy Support TEACCH approach 	<ul style="list-style-type: none"> CAMHS referral & Assessment One Page Profile Personalised reward system Individual Behaviour Plan 	<ul style="list-style-type: none"> OT assessment & programme Physio assessment & programme Hearing assessment & specialist support Visual assessment & specialist support PIMIS specialist support

10.4 Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The following services are accessible:

- Autism Outreach Service
- CAMHS
- Community Paediatrician
- Dudley Counselling Service
- Educational Psychology Service
- Hearing Impairment
- Learning Support Service
- Occupational Therapy
- Physical Impairments and Medical Inclusion Service
- Physiotherapy
- Social Care
- Speech and Language Therapy
- Sycamore Behaviour Team
- Visual Impairment

Referrals to these services may be completed by the SENCO in consultation and with the agreement of the parents and/ carers of the pupil.

11. SEND Support

Some children need educational provision that is additional to or different from that made generally available to other children. The aim of formally identifying a pupil with SEND is to ensure that effective provision is available for the pupil so that barriers to learning are removed and to facilitate progress.

12. A Graduated Approach to SEND Support

SEN Support will arise from the four parts **Graduated Approach** cycle of which, the pupil and family are at the heart of. The four stages of the cycle are: Assess, Plan, Do and Review. This ongoing cycle enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This approach supports the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

12.1 Assess

This involves analysing the pupil's needs, incorporating the class teacher's assessment of concerns, previous progress and attainment and where appropriate, the views of parents and/ or carers, pupil and external agencies will be considered.

Barriers to learning should be clearly identified and any support or intervention carefully planned and evaluated to ensure those barriers are reduced or removed.

12.2 Plan

Planning will involve consultation between the teacher, SENCO and parents and/ carers to agree the adjustments, interventions, individual or group support that are required and the expected outcomes.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Where external agencies are involved, their advice and support will be sought, and their recommendations implemented when planning appropriate support and provision.

All those working with the pupil will be informed of the individual needs, the planned support and any advised teaching strategies and approaches that need to be used.

12.3 Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when interventions may involve group or one-to-one support away from them.

The class teacher will work closely with Teaching Assistants to plan and assess the impact of allocated support and interventions. Additional support and advice will be available from the SENCO.

12.4 Review

A formal review of a pupil's progress will take place each term (or earlier if required). The review process will evaluate the impact and quality of the support and interventions.

The SENCO, in conjunction with the class teacher will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments for the next cycle of SEND Support in consultation with the parents and/ or carers and the pupil.

13. Educational Health Care Plan

13.1 Referral for an Education, Health and Care Needs Assessment (EHCNA)

If a child has lifelong or significant difficulties affecting their education a referral may be made for an EHCNA. The process may 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 EHCNA will be taken at a progress review. The application for this statutory assessment will combine information from a variety of sources including:

- Parents and/ carers
- The pupil
- Teachers
- Teaching Assistants
- Educational Psychologists
- Health Professionals
- Social care.

Information will be gathered relating to the impact of current provision provided and consideration of the outcomes of targets set.

A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an Education, Health and Care Plan (EHCP).

Further information about EHCP's 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**.

13.2 Awarding an Education, Health and Care Plans (EHCP)

Following statutory assessment, an EHCP will be issued 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 pupil'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.

14. Specific Roles and Responsibilities for SEND

14.1 The Role of the Headteacher

The Headteacher is **Mrs Claire Williams**.

The roles and responsibilities of the Headteacher are to:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEN Policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/ or a disability.

14.2 The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENCo is **Mrs Sarah Mason**

The roles and responsibilities of the SENCO are to:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision to support individual pupils with SEND, including those who have EHC Plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Advise on the Graduated Approach for individual pupils.
- Liaise with parents, staff and external agencies.
- Liaise with the potential next education providers to ensure that pupils and, their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

14.3 SEND Governor

The SEND Governor is **Mrs Emma Hindle**

The SEND Governor will take a lead governance role in relations to the governors' responsibilities under the Code of Practice and related legislation.

Specific responsibilities of the SEND governor include:

- Monitoring the progress towards any targets relating to SEND provision detailed within the School Development Plan.
- Ensuring that the school has appointed a suitably qualified SENCO and that this person has sufficient time, training and resources to undertake their role.
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this.
- Monitoring the progress of pupils with SEND.
- Ensuring the school fulfils its statutory requirements for SEND, including publication of a SEND Information Report, SEND Policy and Accessibility Plan.
- Help to raise awareness of SEND issues at Governing Body Meetings.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND Policy and provision within school.

14.4 Class Teachers

Class teachers are in the best position to provide a safe learning environment for all pupils, especially those with SEND. They work with the pupils every day and should gain a holistic understanding of their strengths and needs.

In their role as class teacher they:

- Are accountable for the progress and daily provision, assessment and resourcing of SEND pupils in their class.
- Implement strategies and resources identified from assessments and those recorded on plans and profiles.
- Review and update provision maps as part of the graduated approach.
- Discuss/ refer concerns to the SENCO, including those raised by parents and carers.

- Seek advice from the SENCO as required.
- Work closely with any Teaching Assistants or Specialist Staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Adhere to the SEND policy.

14.5 Teaching Assistants (TA's)

At Cotwall End, TA's are an integral part of or teaching teach, especially in terms of supporting pupils with additional needs. Their work is carried out under the direction of the class teacher, SENCO and/ or external agencies. Dependent on their role, TA's have a range of roles and responsibilities including:

- Supporting the learning of targeted pupils in the classroom.
- Delivering a focused group learning task or targeted intervention programme.
- Providing evidence of pupil achievement through observations, assessments, record-keeping and professional discussions with teachers.
- Working with small groups or pupils on a 1:1 basis on targets set.
- Providing 1:1 support for pupils with complex needs.
- Preparing relevant resources and adjustments to meet needs.
- Participating in relevant training.

15. Admission and Inclusion Arrangements

Cotwall End Primary School follows the Dudley Local Authority Admissions procedures and does not discriminate against pupils with SEND in its admissions arrangements.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the Dudley LA SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

16. Transition Arrangements

Transition is part of school life for all pupils. It can be transition to a new class in school, having a new teacher or moving to another school, training or employment.

Cotwall End Primary School is committed to working in partnership with individual pupils, their families, external agencies and other settings to ensure that periods of transition are as positive and as smooth as possible. Planning for transition is part of our provision for all learners with SEND.

17.1 Transferring from another school

- The SENCO will meet with the pupil's family to plan their transition to Cotwall End (an enhanced transition may be arranged as required).
- The pupil will be invited to visit Cotwall End for an Induction Visit.
- The SENCO will liaise with the SENCO at the previous school to ensure that support plans and resources are in place for the pupil and to arrange the transfer of SEND records.
- The SENCO will liaise with any external agencies involved with the pupil to ensure that their needs are met and that the transition process is positive.

17.2 Moving year groups

- The previous teacher will share information (pastoral and academic) with the new class teacher during transition meetings in July.
- The SENCO will liaise with the pupil, class teacher, external agencies and parents and/ carers to implement a transition plan for those pupils who require one.

- Social stories or transition booklet to support transitions will be provided before the summer term induction visits.

17.3 Moving to another school/ Year 6 secondary school transition

- The Year 6 Team and SENCO will liaise with the SENCO of the receiving school to ensure that they are aware of any support plans or special arrangements that need to be made.
- The SENCO of the new school will be invited to attend any planned reviews.
- A transition meeting might be hosted in which parents and/ or carers and secondary representatives are invited to attend.
- The pupil will have the opportunity to visit the secondary school on several occasions as part of the transition process.
- Records about the pupil will be transferred securely to the new school.

18. Accessibility

The school complies with all the relevant accessibility requirements. Please see the school **Accessibility Plan** for further information.

19. Support Children with Medical Conditions

Cotwall End Primary school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. In the case of disabled pupils with medical conditions, Cotwall End will comply with its duties under the Equality Act 2010.

An EHCP may be issued for some pupils, that collates their health and social care needs as well as their special educational provision.

Pupils will not be identified on the SEN register for medical needs alone.

20. Monitoring and Evaluating SEND

To ensure continuous progress in relation to the development of SEND provision, Cotwall End encourages feedback from staff, parents and pupils throughout the year.

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

21. Complaints about SEND Provision

If a parent or carer has any concerns or complains regarding the care or welfare of their children or SEND provision, they are encouraged to contact the Headteacher or SENCO who will advise on formal complaint procedures.

22. The Policy

This policy will be reviewed by the SENCO every year. It will also be updated if any changes are made during the year.

The policy will be presented to the Governing Body for approval.

23. Links with other policies and documents

This policy links to the following policies:

- Accessibility Plan
- Confidentiality Policy
- GDPR

- Intimate Care Policy
- Relationships Policy
- Safeguarding and Child Protection Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy

Signed (Head teacher): _____ **Date:** _____

Signed (Governor): _____ **Date:** _____