



Stretham Community Primary School

Policy on assessment and provision for pupils with Special Educational Needs and Disabilities

Our school is committed to safeguarding and promoting the welfare of children

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (July 2014)

Stretham Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (**DfE, July 2014**)

This defines SEN 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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’

The school provides special educational provision for pupils who require

“provision different from or additional to that normally available to pupils of the same age.” Page 15

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Objectives of the school's SEN policy

We will ensure that a child or young person with SEN will have their needs met through a programme of pupil centred identification, assessment, planning and support.

To achieve this;

- the views of the pupil will be sought and taken into account
- parents will have a vital role to play in supporting their pupil's education
- Pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs will be identified early
- Provision and progress for our SEN pupils will be monitored and reviewed regularly by the school's Special Educational Needs Co-ordinator (SENCo), Senior Leadership Team (SLT) and Governors.
- The school will involve outside agencies when appropriate
- Statements and Education, Health & Care Plans (EHCP's) will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a Special Educational Need (SEN) is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The SENCo in conjunction with the SEN Representative from the Governing Body will continuously monitor the effectiveness and appropriateness of the policy. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Arrangements for co-ordinating the provision of education for pupils with SEN.

The school's provision for pupils with SEN will be co-ordinated by Mrs Sally Woodman (SENCo for the school) who meets regularly with the school leadership team and works alongside the head teacher and governing body in determining the strategic development of SEN policy and provision in the school.

The SENCo has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans (EHCPs), which replace statements.

The SENCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCo is aware of the provision in the County Local Offer and is able to work

alongside other professionals to provide guidance to families and ensure that pupils with SEN receive high quality teaching and any identified appropriate support.

The key responsibilities of the SENCo are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising a on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements in line with the schools Equality Framework
- ensuring that the school keeps the records of all pupils with SEN up to date

SEN Funding

Any SEN provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register it is because their additional needs are significant and they may require additional support. In exceptional cases the school can apply to the LA for top up funding by submitting an application for an EHCP. Pupils who have a statement or EHCP will have an agreed package of support from the Local Authority through the Personal Budget arrangements. School is required to provide the first £6000 of any Personal Budget awarded.

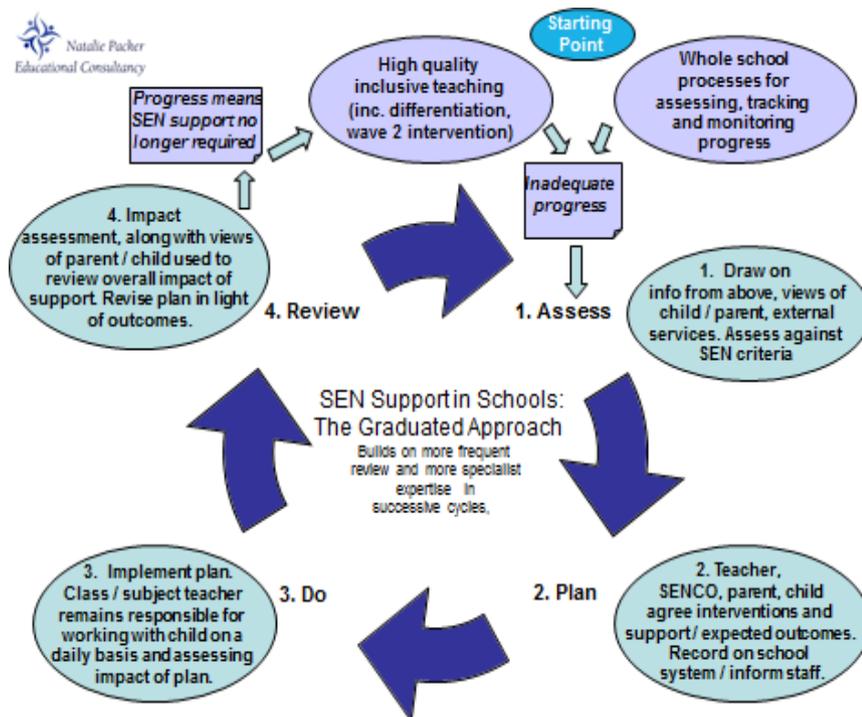
How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress the SENCo, class teacher, pupil and parents will collaborate to identify and plan any appropriate support and teaching strategies.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN:



Action by class teacher

- Use existing information as a starting point for assessment
- Highlight areas to support in class
- Use baseline assessment to identify what a child knows, understands and can do
- Ensures ongoing observation/assessment provides feedback to regularly inform next steps
- Involve parents
- Involve pupil
- Ensure effective differentiation – match teaching/activities to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

If pupils continue to not make sufficient progress with this level of support because of their special needs, the SENCo will then be consulted. Along with the pupil's parents/carers, a decision will be made as to whether they should be placed on the school's SEN register.

SEN Register

Pupils with Statements or EHCPs will automatically be placed on the SEN Register. Additional pupils will be identified as requiring SEN Support.

Placing pupils on the school's SEN register will be considered

- when pupils are unable to make appropriate progress and could involve experts advising on a personalised plan, specialist assessment and possible additional classroom support.
- Triggers – little progress over time, attainment is below age expected level or serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties. Wave 2 interventions have not made a significant improvement.

The Graduated Response

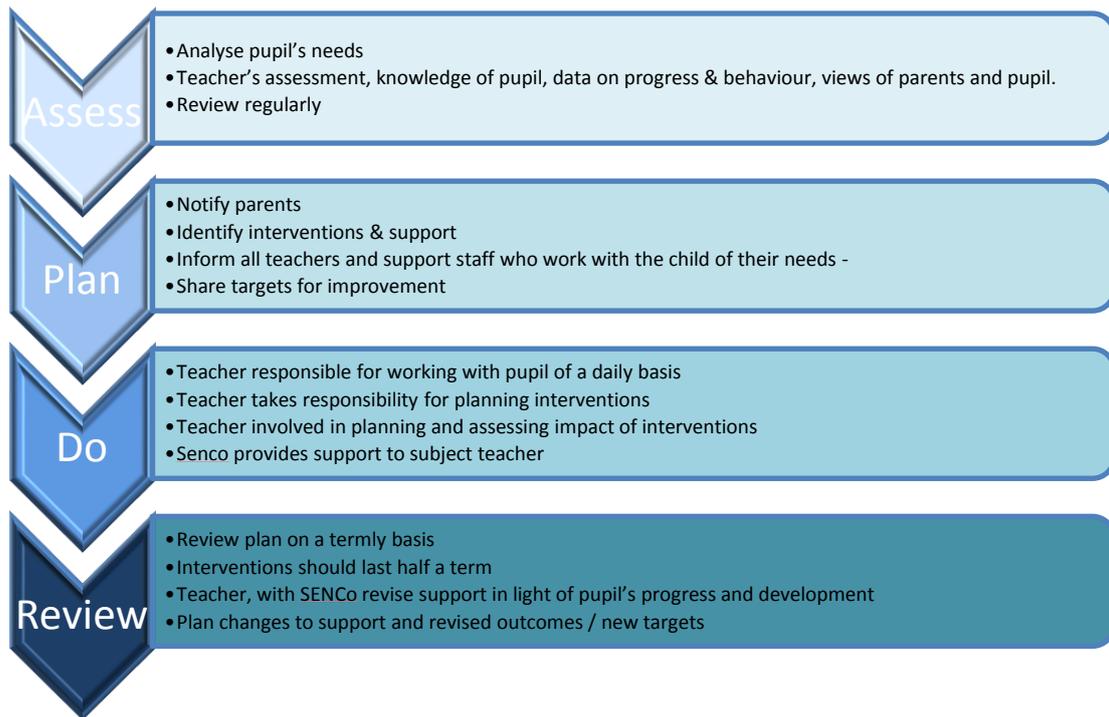
This will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning. It will be led by the class teacher in partnership with the SENCo.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and take into account of the views and wishes of the pupil and their parents/carers.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents, a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that:

- External agencies will be consulted and using existing pupil records will carry out their own assessments
- SENCO/teacher/ will consider a range of support approaches/materials including ICT tools
- Individual Education Plans (IEPs) will include a clear set of expected outcomes, relevant academic and developmental targets.
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary.



Initial Planning Meeting

This will be led by the class teacher, supported by the SENCO. It will provide an opportunity for the parents and pupils to share their concerns and, together with the teacher, discuss and identify targets and support strategies. These will be recorded on an Individual Education Plan (IEP).

The termly review meeting

This will be led by the class teacher, supported by the SENCO. It will provide an opportunity for the parents and pupils to discuss and review the progress against targets on the IEP and to share concerns. New targets may be set for the future term.

The School's Approach to Identification and Assessment of SEN

At Stretham Primary School we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority and could be from an Educational Psychologist, Specialist Teacher, Community Family Workers, Community Paediatricians or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission through the completion of a Common Assessment Framework form (Caf) is required before such consultations can take place.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority (LA) to carry out a statutory assessment of their needs to see if they are eligible for an Educational, Health and Care Plan (EHCP). The LA will seek

evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Stretham Primary School, the Head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's special educational needs change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate. For further information on EHCPs please see the Local Authority's Local Offer, via the link at the end of this policy.

Access to the National Curriculum.

At Stretham Primary School we follow the 2014 National Curriculum statement on Inclusion.

- *Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.*

We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At Stretham Primary School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

How the governing body will evaluate the success of the education provided at the school to pupils with special educational needs.

The School Governor with responsibility for SEN will meet regularly with the SENCo to monitor SEN provision in the school. The school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's complaint procedures.

Arrangements for professional development for all staff, including SEN staff and teaching assistants, in relation to special educational needs.

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Appraisal process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCo.

The role played by the parents of pupils with special educational needs.

All parents and carers of pupils with special educational needs at Stretham Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, staff at Stretham Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings

- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

Pupils will be enabled and encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCo.

The school is in contact with the following services and organisations:

Witchford Village College

<http://www.witchfordvc.co.uk>

Cambridgeshire Community Child and Adolescent Mental Health Services

<http://www.cpft.nhs.uk/training/cambs-primary-care-camhs-south-team.htm>

Cambridgeshire Statutory Assessment and Resources Team (START)

www.cambridgeshire.gov.uk/ehcplan

Children's Occupational Therapy

www.cambscommunityservices.nhs.uk/what-we-do/children-young-people/specialist-services/children's-occupational-therapy

Children's Speech and Language Therapy - Cambridge

www.cambscommunityservices.nhs.uk/what-we-do/children-young-people/specialist-services/children's-speech-and-language-therapy

Community Educational Psychology Service

www.cambridgeshire.gov.uk/send

Early Years Support for Learning team

www.cambridgeshire.gov.uk/send

Family Workers -

www.cambridgeshire.gov.uk/localityteams

[Hearing Support Team](#)

www.cambridgeshire.gov.uk/hearingsupport

Pinpoint - Information and support for parents

www.pinpoint-cambs.org.uk

Specialist Teaching Team

www.cccschools-services.org.uk/services/service/90/A

Community Paediatrics

<http://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people/community-based-care/communitypaediatrics>

Link to information regarding the SEN Local Offer within Cambridgeshire:

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer