



Special Educational Needs and Disabilities Policy

Approved by:	Governing Body at Clifford Road Primary School & Nursery
---------------------	---

Last reviewed on:	April 2024
------------------------------	------------

Next review due by:	April 2025
--------------------------------	------------

Table of Contents

Section	Page
1 Introduction and definitions	3-4
2 Our aims and objectives	4
3 Roles and responsibilities 1 SENDCo 2 The Headteacher 3 The Governing Body 4 Class Teachers	5-6
4 Process of Special Educational Needs Provision	6-7
5 Classroom Differentiation 1 Assess 2 Plan 3 One Page Profile 4 Do 5 Review	8
6 Educational Health-care Plan (EHCP)	9-10
7 Transition Arrangements	11
8 Supporting Pupils at School with Medical Conditions	11
9 Accessibility	11
10 Monitoring and Evaluation of SEND	11
11 Training and Resources	12
12 Criteria for Exiting the Send Register	12
13 Supporting Pupils and Families	12
14 Admission Arrangements	13
15 Procedures for Concerns	13
16 Appendix 1 SEND Flowchart	14

Special Educational Needs Policy

The persons responsible for the management of the provision we make for children with Special Educational Needs and Disability (SEND) within our school are:

- (From September) Mr Dadds – Headteacher
- Katie Piper – Special Educational Needs Coordinator (SENDCo)
- Helen Vince – Assistant SENDCo

Our SENDCo works alongside the Headteacher and all other staff to support pupils with special educational needs and disability within the school. The governing body also has a dedicated SEND governor.

Our school has children with a wide range of interests, aptitudes and skills and they are all entitled to have their needs met in a caring and nurturing manner. It is the duty of all of our staff to support and teach every child, including those with special educational needs and disabilities. Within our school every teacher is a teacher of every child including those with SEND and it is the duty of all staff to support the pupils in our care.

Some children require support that is additional to or different from that which we provide for the majority of our pupils – this policy outlines how we will establish these requirements and provide that support, making reasonable adjustments where needed.

This policy has been developed in consultation with stakeholders and reflects the SEND Code of Practice, 0-25 guidance (2015).

What is 'Special Educational Needs and Disabilities'?:

The term 'Special Educational Needs and Disabilities' (SEND) has a legal definition which is stated in the SEND Code of Practice (2015).

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This could be because they have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

What 'Disability' Means

Many children who have SEN may also 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.

If a child has Special Educational Needs, they may need extra help in a range of areas, for example:

- Schoolwork
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organising themselves, including routines and structure
- Some kind of sensory or physical needs which may affect them in school
- Medical needs that affect the child's ability to access learning

Our Aims:

The aims of our Special Educational Needs Policy are to ensure that:

- We personalise the environment and approach to learning in order to meet the Special Educational Needs of each child and provide the opportunity for them to achieve their potential.
- We give all children equal access to the curriculum and extended school, ensuring each child's achievement is valued and to ensure that pupils with SEND are fully integrated into the life of the school and take a full part in all activities and have an equal opportunity to represent the school in positions of responsibility within the school and the wider community.
- We ensure that all parties are kept fully informed and involved at every stage and that all parties have a voice in this process.
- We raise the aspirations and expectations of all pupils with Special Educational Needs within the school.

Our Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance in the SEND Code of Practice, 2015.
- To ensure that all staff are responsible for engaging and developing the physical, emotional, mental and spiritual aspects of every child.
- The SENDCo will provide support and advice for all staff and seek specialist advice and support where appropriate.
- Learning opportunities will be personalised to match the individual learning styles of the children.

- Parents and Carers will be encouraged to play an active part in supporting the needs of their child.
- Stretching targets will be set through the Assess, Plan, Do, Review cycle to ensure high aspirations and expectations for all pupils with special educational needs and to track their progress towards these.
- To ensure that interventions are matched to the needs of the pupil, are evidenced based and achieve the required impact on their progress.
- To ensure effective liaison with other agencies, including feeder schools and also high schools, to ensure that the child and staff are well prepared and that transition is effective.
- To ensure that information is accessible and available through the publication of the local offer on our website.

Roles and Responsibilities

At Clifford Road, we believe that everyone has a responsibility for SEND provision. All staff know and understand their role in relation to this ethos.

SENDCo:

The Special Educational Needs Co-ordinators are Katie Piper and Helen Vince, who are responsible for:

- The day to day operation of the SEND policy including the coordination of provision for children with Special Educational Needs.
- Maintaining an up to date SEND register.
- Ensure that the Local Offer published on our school website remains current.
- Co-ordinating the administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Educational Needs.
- Advising teaching and non-teaching staff working day-to-day with pupils on the graduated approach to providing SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Requests high tariff needs funding.
- Make school referrals for Education, Health Care plans and Inclusion Services when appropriate.
- Liaison with outside support services and agencies including the Local Authority, early years providers, educational psychologists, health and social care professionals, speech and language professionals and other independent and voluntary bodies.
- Liaise with next providers of education to allow for a smooth transition.
- Undertake the line management and performance management for all learning support assistants who work with pupils who have additional needs.
- Ensure evidence based interventions are used to support pupils with SEND, that these are carefully planned and that their impact is monitored.

- Assisting class teachers in drawing up One Page Profiles in consultation with other staff members and parents
- Maintain close links with all parents and/or guardians of children with Special Educational Needs
- Co-ordinate Annual Reviews for children with statements and EHC Plans.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.

Head Teacher:

The Head teacher is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND policy
- The allocation and effective use of the SEND budget
- Informing the Governing Body of SEND provision

Governing Body:

There is a named governor with responsibility for SEND – Mr Tom Bowes and Natalie Page (from September). They can be contacted via the school office: office@cliffordroad.suffolk.sch.uk

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs
- The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel
- To ensure that the school complies with its statutory responsibility to provide a SEND information report each year and that this is published on our school website.

Class Teacher:

The class teacher's Special Educational Needs responsibilities are to:

- Be aware of the school procedures for identification, assessment and subsequent provision for SEND pupils
- Liaise with the SENDCo to decide the action required to assist the pupils to progress
- In collaboration with the pupil and SENDCo, develop Assess, Plan, Do, Review Plans for children with Special Educational Needs
- Work with the SENDCo to collect information on the pupil
- Contribute to the reviewing process: One Page Profile, EHCP, Assess, Plan, Do, Review Plans, Risk Assessments, THRIVE reviews and action plans and behavior plans etc.

Process of Special Educational Needs Provision:

Identifying Special Educational Needs:

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015.

1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Other factors

Within school we also offer support to children who fall into the following categories which are not in themselves, special educational needs:

- Disability – under current Disability Equality legislation we have a legal duty to make 'reasonable adjustments' for a pupil with a disability but this alone does not constitute SEND.
- Attendance and punctuality
- English as an additional language (EAL) and children of the global majority
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman.

Classroom Adaptation:

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children. Some children will need extra support and we will know this when concerns are raised by the pupil themselves, parents or carer, external agencies, teachers or the pupil's previous school.

Special educational provision is underpinned by high quality teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. We believe that every child is an individual entitled to personalised support and so challenging personalised targets are set for all pupils and their progress towards these is carefully tracked with pupils identified as at risk of under-achievement monitored closely.

Where adapted teaching is not making the desired impact on progress, a graduated approach to SEN support is implemented via the ASSESS-PLAN-DO-REVIEW cycle.

Assess

Data on the pupil will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. This will include formative assessments gathered in the classroom and also relevant standardised assessments gathered under the guidance of the SENDCo. These may include the following, dependent on the area of need:

- British Picture Vocabulary Scale
- Standardised spelling Test
- Salford Reading Test
- Phonological Assessment Battery 2 (PhAB2)
- THRIVE

One Page Profile

A one-page profile is a summary of what matters to a child/young person and how to support them. It is the starting point on which we build and develop the production of a person-centred plan. They will be used at any time to support the child/young person to ensure their voice is heard and enable outcomes and targets to be more meaningful to the child/young person. They provide a route for parents/carers to share their knowledge/expertise on how best to support their child. One Page Profiles are completed with the child under the following headings:

- What you can do to help me
- About me and my favourite things
- People who support me
- My strengths and talents
- An ideal day
- My fears and worries/things I don't like

- My worst possible day

These are reviewed and updated as necessary through the year, with any new information being added or information no longer relevant removed.

Plan

The class teacher will plan the curriculum and any intervention and may ask the SENDCo for support and specialist advice in supporting pupils with SEND. Additional training and resources may be considered necessary to support with the plan. Expected outcomes that include stretching and relevant academic and developmental targets will be recorded on the Assess-Plan-Do-Review paperwork, these will be shared with parents and carers.

Do

The Assess-Plan-Do-Review plan will identify provision, in addition to usual class adaptations there may be, and outline additional support in class by a teaching assistant as well as periods of withdrawal from class to work one to one or in a small group on identified areas for development. Parents and Carers will be consulted on their aspirations for their child and our plans will be shared via, among other ways, a discussion around this plan. A date is set for reviewing progress and attainment.

The SENDCo works alongside staff to map additional provision across the school and monitors additional staff to deliver small group and specialist interventions which are time-monitored and working towards explicit targets.

As part of a 'Graduated Approach', it may become evident that pupils require additional specialist support programmes from external specialists and a referral may be appropriate to a specialist county based outreach provision such as, but not limited to the Local Authority Special Education Services (SES), Specific Learning Difficulties Team or Speech and Language Therapy.

Review

Progress towards the outcomes highlighted in the assess-plan-do-review plan will be monitored on an on-going basis and will be tracked and reviewed termly at both pupil progress meetings and with parents during parent's evening meetings. If upon reviewing actions taken further action that is "additional to and different from" support will be required, then the views of all involved including Parents/Carers will be obtained and further evidence-based interventions identified and planned for.

The Assess-Plan-Do-Review cycle runs for as short or long a time as need remains.

Education, Health and Care Plan (EHCP):

The SEN Code of Practice states that a Local Authority must conduct an assessment of EHC needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. If a child's needs are severe or complex or

if they do not make progress over a period of time, in spite of high quality, targeted support then a referral for statutory assessment may be made to the Local Authority. Children, who are considered to be able to manage within mainstream provision, albeit with support, are less often assessed for an EHCP. Having a diagnosis (for example, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia), does not mean that a child needs or will qualify for an EHCP.

If a referral for an EHCP is successful, a member of the Local Authority will begin the assessment process. If a referral is refused at any part of the process, the parent/carers can appeal the decision. If it is approved an EHCP will be issued that will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. The code explains that EHC plans should be "forward-looking". They should help raise aspirations and outline the provision required to meet the pupil's needs and support them in achieving their ambitions.

Reviewing an EHCP:

EHCPs are reviewed annually at an Annual Review meeting which should take place on or before the anniversary of the date stated on the plan. This is a formal process to make sure all parties involved with a child, monitor and evaluate the continued effectiveness and relevance of the provision as set out in the plan.

The annual review is in four parts:

- Collection and collation of information.
- Annual review meeting.
- SENDCo/Head teacher's report of the annual review.
- Local Authority reviews the EHCP in light of the school's report of the review meeting, and decides whether to keep the EHCP as it is, amend the EHCP or cease to maintain it.

It is recommended that the review meeting is held at the school and be chaired by the head teacher / SENDCo. The following people should be invited to be present and provide information for the review:

- Parents
- Class teacher
- Teaching assistants if possible

Where appropriate:

- Representatives from the health service
- Representatives of social services
- Other closely involved professionals
- In the year of transfer – a representative of the receiving school

If it is not possible for them to attend the meeting they should be asked to provide written advice for consideration at the meeting.

The review must focus on the child's progress towards achieving the outcomes specified in the EHC plan, reviewing the health and social care provision being made for the pupil, and its effectiveness in making sure there's good progress towards outcomes. Within the review, the views of all parties including the pupil, their parents/carers, the school and any representatives of services involved with the child should be taken into account. It must consider whether the outcomes and supporting targets within the EHCP remain appropriate and where necessary agree new outcomes and set new interim targets for the coming year.

Transition Arrangements:

We recognise that additional transition support may be required to support our pupils with SEND. Some children may require support to move between activities and lessons during the day and prepare for changes to daily routines e.g. trips and special days. Additional planning and transition work may be needed at the end of the school year as a child moves between classes and works with different adults in school. Specific links are maintained with Copleston High School to which the majority of our pupils transfer. The SENDCo and liaison staff from Copleston meet with our SENDCo and Year 6 teachers as early as possible to organise transition plans and set up enhanced transition packages as needed. Where children transfer to other schools, contact is made with the SENDCo of the receiving school. In the case of children with an EHCP, a review of the EHCP takes place in the Autumn Term and staff from the appropriate high school are invited.

Supporting Pupils at School with Medical Conditions:

Children at school who have medical conditions should be properly supported so that they have full access to education; this includes 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.

Where pupils have an Education, Health and Care Plan which brings together health and social care needs as well as special educational provision, the SEND Code of Practice (2015) is followed.

Accessibility:

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to information. It is available via the school website.

Monitoring and Evaluation of SEND:

The monitoring and scrutiny of our SEND policy and practice is an active process carried out as part of our on-going school improvement cycle. The policy is reviewed annually.

Training and Resources:

The governing body oversees the effective use of financial resources available. The school's budget is made up of a basic allocation and high tariff need funding. SEND has an annual allocated budget to spend on resources and these are allocated to specific individuals or kept centrally so that they can be accessed by all teaching and support staff.

We have regular staff meetings where any SEND issues can be discussed. These can be related to specific concerns relevant to the needs identified or keeping staff up to date with information and legislation.

The SENDCo, and/or Assistant SENDCo, attend relevant training which is disseminated to all the staff as appropriate. Individuals can access training that is necessary for their professional development and the SENDCo also provides support and suggestions.

All new members of staff are made aware of the school SEND policy and have time with the SENDCo to discuss school procedures and their training needs.

Criteria for Exiting the Send Register:

When children have completed an intervention, an exit assessment will take place and the effectiveness of the intervention considered. At this point, if the pupil has made accelerated progress and they are considered 'on track' against end of year expectations they may exit the SEND register and be monitored through pupil progress meetings. Parents and Carers will be consulted through the review of the Assess-Plan-Do-Review cycle.

Supporting Pupils and Families:

This policy is published on our school website as part of our local offer to young people, parents, carers and the wider community. This provides a direct link to the local offer provided by the local authority through the Suffolk InfoLink web site.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

The SEND Information Report, also published on the school website, is a resource for parents and carers, setting out our arrangements for access to services and arrangements at Clifford Road primary in a user-friendly way.

Our Pupil Welfare Officer, Melanie Bush, supports the families of our young people with support and advice in school and also through the Common Assessment Framework (CAF) or Team Around the Child (TAC) in school when it is considered that this will deliver positive outcomes for the pupil and their families. It may also be appropriate to request support from the school nurse or other medical professionals.

We believe that children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken in to account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including discussing their One Page Profiles, giving their views of their learning and participating in review meetings.

We encourage pupils to participate in their learning by:

- Asking them what they enjoy and find difficult.
- Asking them what activities help them learn the most.
- Involving the children with setting their targets for learning.

- Giving them opportunities to have time to talk about any concerns or worries they have.

Admission Arrangements:

As a Local Authority school, admission requests to Clifford Road Primary School are made via the Suffolk County Council website:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places>

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school. In all cases involving SEND pupils, it is important to ascertain whether our setting is appropriate in meeting needs.

Procedures for Concerns:

We endeavour to do our best for all children but if there are concerns we encourage those concerned to approach the class teacher in the first instance, the SENDCo or the head teacher. Please refer to the Governing body complaints procedure if you consider the matter to require further investigation. SENDIASS is also a support service who can offer independent advice on SEND matters. For further information, please refer to their website: <https://suffolksendiass.co.uk/>

APPENDIX 1

Special Educational Needs Flow Chart

