

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY



CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL

September 2024

Reviewed by SENDCo: September 2024

Our Christian Vision

We are a nurturing, inclusive, learning community, that celebrates all possibilities, through a journey of curiosity, compassion and resilience, nourishing each other spiritually, emotionally, intellectually and physically with God as our companion.

Our shared story: The Feeding of the Five Thousand (John 6:1-14)

Special Educational Needs & Disability (SEND) Policy

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the behaviour, anti-bullying, medical and curriculum policies. The Capenhurst CE Primary School SEN Information Report is available on our website and is a comprehensive set of Frequently Asked Questions which explains how our school supports children and parents. Our website also includes a link to Cheshire West and Chester's (CWAC) Local Offer for parents and children with SEN and disabilities.

Our SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Capenhurst CE Primary School

Enquiries about an individual child's progress should be addressed at first to the class teacher as they are the person who knows the child best. Other enquiries can be addressed to: Mrs. V. Bunting - SENDCo

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEN:
 - communication and interaction e.g. autistic spectrum & language disorders
 - cognition and learning e.g. dyslexia, dyspraxia, moderate learning difficulties, global developmental delay etc.
 - social, emotional and mental health e.g. ADHD, attachment disorders, emotional difficulties, mental health difficulties etc.
 - physical and sensory e.g. hearing impaired, epilepsy, diabetes etc.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. The progress of the children on our SEND register is closely monitored to ensure that it compares well with the progress made by other children in school.

Defining SEN

The 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.”

Taken from 2014 SEN Code of Practice: 0 to 25 Years

– Introduction xiii and xiv

SEND at Capenhurst CE Primary School

Our objectives are:

- to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- to ensure that every child experiences success in their learning and achieves to the highest possible standard;
- to enable all children to participate in lessons fully and effectively;
- to value and encourage the contribution of all children to the life of the school;
- to work in partnership with parents;
- to work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- to work closely with external support agencies, where appropriate, to support the need of individual pupils;
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 17% of our children are either at SENS (SEN support) or have EHC Plans (Education, Health and Care Plans) or Top-Up Funding. This is around the national average but means that all teachers expect to have children with SEND in their classes.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where a child is identified as not making progress in spite of Quality First Teaching, a plan of action is agreed with the class teacher and SENDCo.
- Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child’s previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents may ask the school to look more closely at their child’s learning; we take all parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching and/or some parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised of the route they, or the school, will need to take if they believe their child may have ASD or ADHD or another learning/behavioural need.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at formal parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn their child is being identified as having SEN.

As part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice, and once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS;
- discuss assessments that have been completed;
- agree a plan and provision for the next term.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Information following these meetings is available to parents.

Thereafter parents, and children, are invited to a meeting at once a term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- **Annually:** a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- **Termly:** at progress meetings learning goals are set (like an IEP) and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- **Day to day:** the teacher tracks the child's progress on a regular basis.
- **Top-up Funding** can be applied for if it is felt that additional funding may be required to further support individual children, but is only available for a period of 12 months and then would need applying for again if deemed necessary.

Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- the child is Looked After and therefore additionally vulnerable;
- the child has a disability which is lifelong and which means they will always need support to learn effectively; or
- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

A child, who we think will manage in mainstream schools, albeit with support, are less often assessed for an EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting with the parents, the child and the school together with any health or social care professionals who are involved with the family. This meeting will record the child's strengths, their dreams and aspirations as well as the barriers they may face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and/or a disability are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to a child, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order to select the relevant intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so they are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention, and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in half termly blocks
- At the end of each block, the child's progress towards their targets is assessed and recorded on intervention evaluation forms.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to curriculum content and the learning environment

Capenhurst CE Primary is a disability friendly school. Adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory and/or physical disabilities.

All of our classrooms are inclusive: we aim to teach in a way that supports children with tendencies towards dyslexia, dyspraxia, ASD and other learning/behavioural difficulties. All of our children can access the full National Curriculum at their own level, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we accommodate and adapt sessions to meet the physical and learning needs of our children. Class trips are part of our curriculum and our aim is to ensure all children benefit from them. No child will be excluded from a trip due to SEN, disability or medical needs.

Staff Expertise

Teachers are trained to work with children with SEN. Some are very experienced, and others less so; all staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, as well as provision of books or guidance towards useful websites.

Our TAs and HLTA (Higher Level Teaching Assistant) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

The co-ordinator of SEND at our school is an experienced SENDCo with more than 10 years' experience in the SENDCo role. They offer training and advice and share resources with all staff. If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is deemed to be in relation to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a TAF (Team Around the Family) with the family and support the child through that process.

If parents and the school are concerned that the child may have mental health needs, we encourage parents to speak to their GP first for advice.

If a child is deemed to have long-term social, emotional or mental health needs, for example anger management, the school can offer a range of social skills or therapeutic interventions to help. These are generally delivered by trained TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with all pupils involved to improve their social skills and wellbeing.

Transition Arrangements

Transition into and within school

We understand how challenging it may be for children, and parents, as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- additional meetings for the parents and child with the new teacher
- additional visits to the classroom environment in order to identify where things will be in the classroom, for example a child's drawer or coat peg etc.
- opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Spring Term of Year 5. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews, including extra visits, travel, training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is tbc at Autumn Gov Mtg. A report is produced for each termly governor's meeting.

Complaints

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Cheshire West and Chester's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

CWAC's Local Offer is available from the website: <https://livewell.cheshirewestandchester.gov.uk/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)