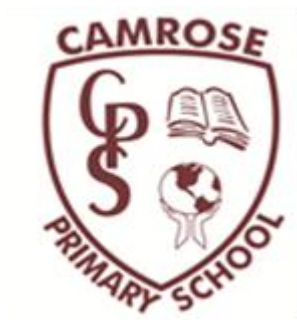


Special Educational Needs and Disabilities (SEND) Policy

Camrose Primary with Nursery



Status: Statutory

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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND.

Camrose Primary School is committed to inclusion, meeting individual needs and planning the highest quality provision for all pupils. Our objectives ensure high levels of achievement, progress and development of all pupils regardless of Special Educational Need or Disability. We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEND 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 and/ or disability will be identified early
- Provision and progress for our SEND pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans (EHCPs) will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND 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.

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEND Representative from the Governing Body and the Head teacher, using the criteria set out in the Special Educational Needs and Disability Regulations 2014.

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.

2. Vision and Values

We believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training

Therefore, at our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and Guidance

This 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' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The [SEND Local Offer](#) (<https://www.harrow.gov.uk/send-local-offer>) which sets out the services and support available in the borough for children and young adults under the age of 25 with special educational needs.

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4.1 Inclusive Teaching and Reasonable Adjustments

All pupils, including those with SEND, are entitled to high-quality teaching and meaningful access to the curriculum. Teachers will use adaptive teaching approaches to respond to pupils' individual strengths, needs and barriers to learning.

Depending on the pupil's needs, strategies may include:

- Breaking learning into manageable steps and explicitly modelling new concepts.
- Using visual timetables, now-and-next boards, visual prompts and concrete resources.

- Pre-teaching key vocabulary and checking understanding of instructions.
- Providing additional processing time, repetition and opportunities for retrieval practice.
- Adapting resources, recording methods, seating arrangements and the learning environment.
- Using flexible grouping, targeted adult support and structured opportunities for independent practice.
- Supporting communication, emotional regulation, sensory needs and positive relationships.
- Making reasonable adjustments to enable access to lessons, school activities, trips and wider school life.

Strategies will be selected according to individual need and reviewed for their effectiveness. Teaching assistants will work under the direction of the class teacher, supporting access to learning and promoting pupils' independence.

The school will work with parents, pupils and relevant professionals to identify and implement reasonable adjustments where required.

4.2 Supporting Attendance and Emotionally Based School Non-Attendance (EBSNA)

Camrose Primary School with Nursery recognises that pupils with SEND may experience barriers to regular school attendance, including anxiety, emotional distress, sensory needs or difficulties associated with the school environment. Where attendance concerns arise, the school will work in partnership with the pupil, parents or carers and relevant professionals, where appropriate, to understand the underlying barriers and identify suitable support.

The school will consider reasonable adjustments and appropriate strategies to support the pupil's wellbeing, access to education and attendance. Where concerns relate to emotionally based school non-attendance (EBSNA), the school will consider relevant local authority guidance and work collaboratively with the family to agree appropriate next steps.

Further information about attendance procedures and support is set out in the school's Attendance Policy.

5. Definitions

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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 or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5.4 Identification of Special Educational Needs and Disabilities (SEND)

Camrose Primary School with Nursery recognises the importance of identifying pupils' needs as early as possible to ensure that appropriate support is put in place. The school adopts a graduated approach to identifying and supporting pupils who may have special educational needs and disabilities (SEND).

Identifying Concerns

The class teacher is responsible for monitoring pupils' learning, progress and development and identifying any concerns. Identification will draw on a range of information, including:

- Teacher observations and ongoing classroom assessments.
- Progress and attainment data, including whether a pupil is making expected progress over time.
- Concerns raised by parents or carers, pupils or school staff.
- Information from previous educational settings and transition records.
- The pupil's strengths, views and experiences, including any barriers to learning, communication, participation or emotional wellbeing.
- Advice and assessments from external professionals, where appropriate.

The school will consider whether a pupil requires additional or different provision to that normally available to pupils of the same age. A medical diagnosis is not required for a pupil to receive appropriate support.

Responding to Concerns

Where a concern is identified, the class teacher will discuss this with the SENCO and parents or carers. The school will gather further information, consider the pupil's individual needs and review the effectiveness of existing teaching strategies and support.

Appropriate adjustments, strategies or interventions will be implemented and monitored. Where necessary, the SENCO will support staff in identifying suitable provision and seeking advice from relevant external professionals.

Working with parents and pupils

Parents and carers will be informed of concerns about their child's learning or development and involved in discussions about next steps. The school values parents' knowledge of their child and will work in partnership with them to identify strengths, needs and appropriate support.

Pupils will be encouraged to share their views in an age-appropriate way and, where appropriate, contribute to decisions about the support they receive.

Reviewing needs and provision

The school will monitor the impact of support and review the pupil's progress regularly. Where progress remains limited or concerns persist, the class teacher and SENCO will consider whether further assessment, additional provision or specialist advice is required.

Where a pupil is identified as requiring SEN Support, the school will follow the graduated approach of Assess, Plan, Do, Review. Decisions about provision will be based on the pupil's individual needs and the evidence gathered, rather than solely on a diagnosis or label.

6.The Graduated Approach: Assess, Plan, Do, Review

Where a pupil is identified as requiring SEN Support, the school will use the graduated approach of Assess, Plan, Do, Review to ensure that provision is appropriate, purposeful and responsive to the pupil's changing needs.

Assess: The class teacher and SENCO will gather information about the pupil's strengths, needs, progress and barriers to learning. The views of the pupil and their parents or carers will be considered, alongside relevant assessment information and professional advice.

Plan: The school will agree appropriate outcomes, teaching strategies, interventions, reasonable adjustments and any additional resources required. Parents or carers and, where appropriate, the pupil will be involved in decisions about support. Responsibilities and review arrangements will be made clear.

Do: The class teacher remains responsible for the pupil's learning and development, including where teaching assistants or specialist professionals provide additional support. Agreed strategies and interventions will be implemented consistently and linked to classroom learning wherever possible.

Review: Progress towards the agreed outcomes and the effectiveness of the provision will be reviewed regularly with the pupil and their parents or carers. The school will consider what has worked, what needs to change and whether further assessment or specialist advice is required.

Provision will be adjusted in response to the review. Where a pupil's needs cannot reasonably be met through the resources ordinarily available to the school, the SENCO will consider, in consultation with the family and relevant professionals, whether further specialist involvement or a request for an Education, Health and Care needs assessment is appropriate.

The school will use Harrow Council's Ordinarily Available Inclusive Provision guidance alongside the SEND Code of Practice to inform decisions about support and provision.

Pupils may receive specialist support and advice from external professionals, such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists and other relevant services, as appropriate to their identified needs. Access to specialist advice or intervention does not require a pupil to have an EHCP. Such support may be arranged as part of the school's graduated approach to SEN Support, in partnership with parents/carers and relevant professionals, according to the pupil's individual needs and the availability of services.

Where a pupil has an Education, Health and Care Plan (EHCP), Camrose Primary School will ensure that the special educational provision specified in the plan is implemented. The school will monitor the pupil's progress towards the outcomes identified in the EHCP and work in partnership with parents/carers, the Local Authority and relevant professionals to review the effectiveness of the provision. Statutory annual reviews will be arranged in accordance with the SEND Code of Practice and applicable statutory requirements, to consider the pupil's progress, changing needs and whether any amendments to the plan are necessary.

7. Roles and Responsibilities

The SENCO

The SENCO at our school is Miss Andre Chrysostomou

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- 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 made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
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The SEND Link Governor

The SEND link governor is Manjula Gami.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Specialist Teams

In addition to the SENCO, there are specialist teams of people who support the work of the SENCO. Their roles and responsibilities are:

- **ELKLAN trained Teaching Assistant** who work closely with the school Speech and Language Therapist (SALT) to reinforce and develop individuals' targets. They support language development, early phonics, attention and listening, and social skills development and are trained to devise and implement strategies to support children on the Autistic Spectrum.
- **Higher Level Teaching Assistants/Learning Mentor/ ELSA trained TA** who run a number of intervention strategies (published) or programmes devised by health professionals.
- **Teaching Assistants** who work under the direction of the class teacher to support the Quality First Teaching provision and the objectives in specific pupils' EHCP's and SEND Support Plans. They run a number of intervention strategies (published) or programmes devised by health professionals.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given reports on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

8. Monitoring and Evaluation Arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed by the SENCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

9. Links with other Policies and Documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy