

# SEND Policy and Information Report

Camrose Primary with Nursery



**Approved by: Governors**

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### 1. Aims

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 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

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 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 Deputy Head/ Inclusion Lead, 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. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Child and Families Act 2014)
- Many children and young people who have SEND 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'.

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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO will (in conjunction with the Deputy Head/ Inclusion Lead):

- 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education and school staff to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Liaise with the appointed SEND Governor
- › Liaise with other schools, educational psychologists, health and social care professionals, early years providers and independent or voluntary bodies
- › Manage, update and oversee the records of all children on the SEND register, ensuring that the school keeps the records of all pupils with SEND up to date
- › Coordinate provision for children with SEND
- › Oversee the writing of SEND support plans
- › Maintain links with Special Schools and schools with Autistic Specific Environments/MLD provisions or other additionally resourced schools

## **4.2 The SEND governor**

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

## **4.3 The headteacher**

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND

## **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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

Teachers will monitor, assess and record the pupil's progress and will identify those pupils not making sufficient progress despite the appropriate, quality support and teaching. At this point the SENCO is consulted, as to whether the pupil should be placed on the school's SEND register.

## 4.5 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 and Learning Mentor** 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 SEN Support Plans. They run a number of intervention strategies (published) or programmes devised by health professionals.

## 5. SEND information report

### 5.1 The areas of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

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

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, teachers, the SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. This may include progress in areas other than attainment, for example, social needs.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND. The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils.

Prior to children being put on the register class teachers will:

- Use existing information as a starting point, talk to parents, look at samples of work, have pupil progress meetings, look at knowledge of the child from previous settings or teachers
- Highlight areas of skills to support the child in class
- Use baseline assessment to identify what the child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so that any assessment forms the basis of next steps
- Set up class based intervention support

- Involve parents in discussions and inform them of planned interventions
- Involve the child
- Have high expectations for the pupil's progress
- Use the National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements to support the needs of the child
- Differentiate and match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- Record interventions on the class provision map, maintained by the SENCO

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 or the school's own commissioned professionals. This could be from the Educational Psychologist, Portage, Early Year's Team, Children's Sensory Team including Visual Impairment advisory teacher, Hearing Impairment advisory teacher and Autism Spectrum advisory teacher, Health Professionals e.g. Speech and Language Therapists, Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Service (CAMHS), Harrow Horizons, Paediatricians, School Nurse or Children's Services. Parental permission is required before such consultations can take place.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

### **SEND register**

Placing pupils on the school's SEND register will be considered when pupils:

- are unable to make appropriate progress and experts are involved in advising on a personalised plan, specialist assessment, new strategies, or additional support from outside agencies is provided
- make limited progress over time, standards of learning are below age expectations or when serious cognition/social and emotional/ physical/ sensory/ communication/ interaction difficulties are identified
- have not made a significant improvement despite the interventions put in place to support them

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **The termly review meeting**

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

Parents are welcome to request a meeting with the class teacher or SENCO to discuss any issues at any time, in addition to the termly review meeting.

### **The school's provision map**

The school maintains a provision map of the support, arrangements and interventions available to ensure that pupils with SEND can access learning and maximise their achievements. The provision map

includes all children who are accessing interventions and support, whether they are on the SEND register or not.

### **Education Health and Care Plans (EHCP)**

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the 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 for an EHCP, the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Once a pupil has an EHCP naming Camrose Primary School, the SENCO, Deputy Head/ Inclusion lead and Head teacher of the school 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 EHCP will take place at least annually. If a pupil's SEND changes, 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.

### **The Engagement Model**

For those children with an EHCP and who are working below the standard of the National Curriculum assessments, and not engaged in subject-specific study at KS1 and KS2, the Engagement model will be used for assessing pupil progress, setting next steps and an individualised programme of study.. This will be linked to the pupils bespoke targets set on their EHCP. See Engagement Model document on the website for a full explanation.

## **5.3 Consulting and involving pupils and parents**

All parents and carers of pupils with special educational needs at Camrose 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 SEND 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 Camrose 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

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/ encouraged to participate in all decision-making processes in 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. This will be done in an age-appropriate way bearing in mind the needs and age of the pupils.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

### The Graduated Response

The graduated response is led by the class teacher in partnership with the SENCO. It 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.

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

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;

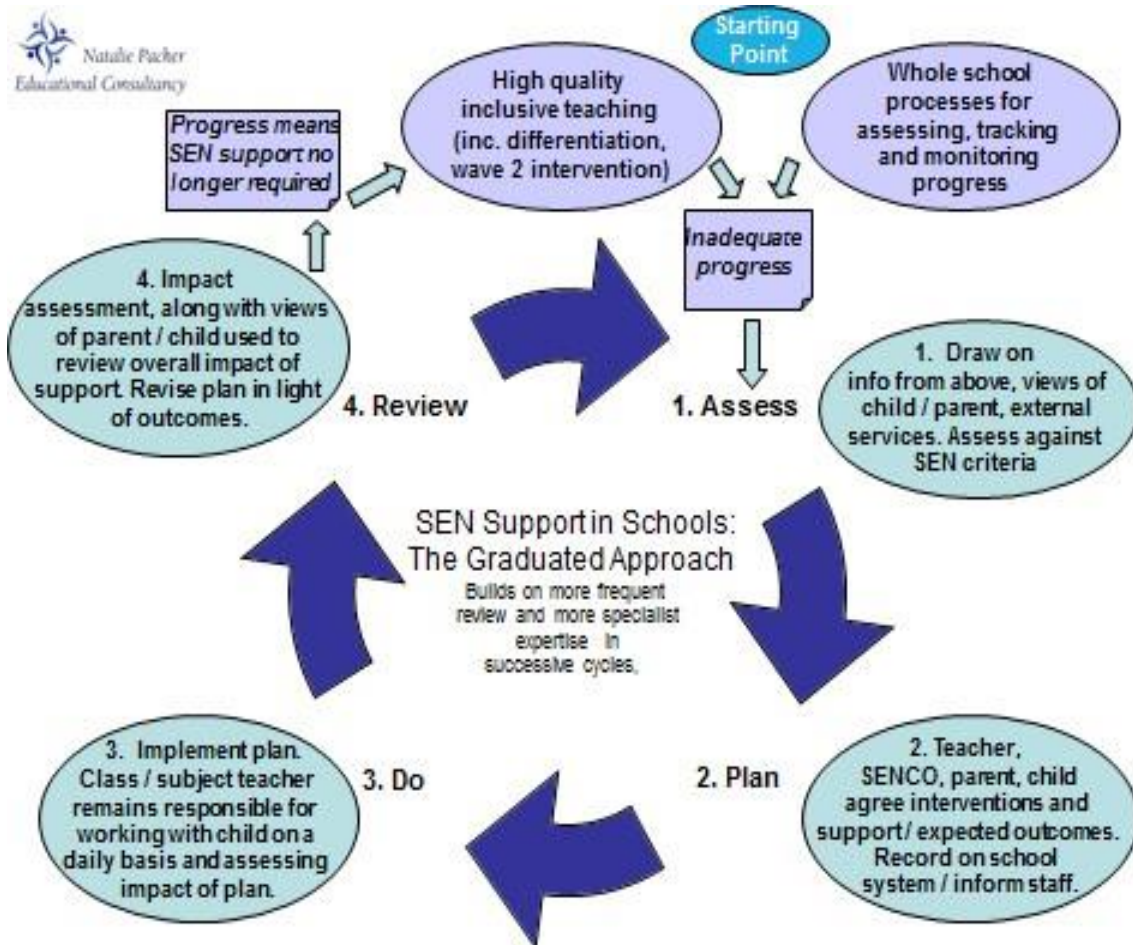
- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher will consider a range of approaches/materials including ICT
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental target.

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.

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 SEND: (with thanks to Natalie Packer, *Natalie Packer*

*Educational Consultancy [www.nataliepacker.co.uk/](http://www.nataliepacker.co.uk/))*





The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice and assessments from external support services
- › SENCO/teacher will consider a range of approaches/materials including ICT
- › Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental target.

The progress and effectiveness of support towards these outcomes will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Camrose Primary School, we help our pupils with SEND to start planning for their future adult life as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents in Year 6 on transition to High School
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and nurseries and pre-schools prior to transfer. Contact is coordinated by the SENCO. Transition arrangements for pupils with SEND either moving into the school or moving on to new schools or between key stages within school, is carefully planned and prepared for. Support is given by:

- visiting the SEND pupil in their previous setting and talking to staff and agencies supporting the pupil and family
- holding a meeting at school, inviting parents and all professionals involved with a new SEND child to ensure that information and successful strategies are in place prior to their start
- helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- providing social skills groups to help pupils explore changes and prepare for transition between year groups or key stages or schools
- enabling pupils with SEND to visit their new classes and meet their new teachers, providing photo books of key staff and areas, if appropriate
- ensuring pupils with SEND know how they can help themselves when they have a worry or need
- having an up to date/ reviewed plan in place for transition so that new staff understand the needs and how they can support their new SEND pupil immediately

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide bespoke interventions cater for the child's individual needs including:

- Speech and Language such as ELKLAN, colourful semantics, Nuffield
- Phonics interventions
- Rising Stars Comprehension
- Numeracy interventions
- Lego therapy
- Fine motor skills group
- Precision Teaching
- Interventions provided by professionals



## 5.9 Expertise and training of staff

The professional development of all staff involved in meeting the needs of pupils with SEND 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 by in-school teachers and therapists
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Specific training for teaching and support staff is organised by the Leadership Team on INSET days
- Support is also given to Teaching Assistants running intervention programmes and Support Assistants with responsibilities for specific pupils with EHCPs or SEND support plans
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management 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.

## 5.10 Securing equipment and facilities

Camrose Primary School has disabled toilets. There is a lift for access to the second floor and the foundation stage library and ramps for access to the building where level entrances are not available. More detailed information is available in the Accessibility Plan.

All children, including those with SEND, have full access to all areas of the curriculum and play a full and active part in the daily life of the school, as far as possible. This is achieved through:

- planning a differentiated, creative, broad and balanced curriculum for all pupils
- planning multi-sensory teaching methods so that all learning styles are provided for
- promoting active learning either as a whole class, small group, in pairs or 1:1
- grouping pupils appropriately, at times to be taught specifically in ability groups or grouped to allow peer group support and pupils used as "models"
- fully utilising Teaching Assistants to support children's learning and independence in all year groups
- timetabling Teaching Assistants in the Foundation Stage all day to support the children's learning and independence
- having Teaching Assistants working in school alongside pupils with EHCPs and SEND Support plans, as appropriate, ensuring access to learning and strategies outlined in their EHCPs and/or SEND Support plans
- timetabling Support Teachers/Teaching Assistants to assess, teach and monitor pupils with SEND and/or EHCPs as appropriate throughout the school
- providing ELKLAN trained Teaching Assistants to support the learning of pupils with Speech and Language Therapy needs in order for them to access the curriculum at their level
- setting up working environments that are quiet, with minimal distractions, to aid concentration in order to support some pupils to access the curriculum
- making reasonable adjustments to the environment to ensure all pupils have access to facilities and educational opportunities
- providing specific interventions to develop learning skills and develop independence to access the curriculum
- supporting small group interventions in maths and literacy

- › being aware of access arrangements

The school seeks to comply with the 2010 Discrimination and Disability Act.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions half termly
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND.

Camrose Primary School follows the LA policy on admissions and in line with the SEN and Disability Act we will not discriminate against disabled pupils or children with SEND and we will take all reasonable steps to provide effective educational provision.

The admission arrangements for pupils with SEND who have an Education Health and Care Plan are as follows:

- › In the case of referrals from SEN Assessment and Review Service, the pupil's EHCP is read and considered. Where ever possible the Deputy Headteacher/ Inclusion Lead and the SENCO will visit the pupil at their current educational setting. The pupil's specific needs are discussed with parents/carers and relevant agencies. Only if the school is satisfied that the needs of the child can be met within the context of our mainstream Primary School is a placement agreed. The final decision regarding placement will be made by Harrow SEN Assessment and Review Service.
- › Once a place is offered, a multi-professional meeting involving parents is held. This is to ensure that all strategy advice and resources regarding the pupil's needs are in place prior to their start. The Deputy Headteacher/ Inclusion lead and SENCO will visit the pupil at their current educational setting/or home.
- › Where possible, pupils visit the school and meet their class teacher and class teaching assistant, and explore the classrooms prior to starting. In some cases a unique photo book is given to the pupil showing pictures of the school and key staff they will work with.
- › All pupils starting in Reception classes have a staggered progression into full time school. The increase in hours attended will vary according to the individual pupil's needs, whether they are identified as having SEND, or not. This is developed in discussion with parents to ensure a secure, smooth and settled move into full time school.

### **5.13 Support for improving emotional and social development**

We have a learning mentor who is training to be a psychotherapist who is available to provide additional support to improve pupil's emotional and social development.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

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



meet the needs of disabled children and families. They hold regular coffee mornings, publish a newsletter and provide information on how to access services.

### **5.17 Contact details for raising concerns**

If parents of any pupil have a concern they can raise this with the class teacher, the SENCO, the deputy head/inclusion lead or the Headteacher. Parents are encouraged to talk to a member of staff at the earliest opportunity.

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [Harrow Council Local Offer \(harrowlocaloffer.co.uk\)](http://harrowlocaloffer.co.uk)

## **6. Monitoring arrangements**

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

It will be approved by the governing board.

The school must publish information on their websites about the implementation of the governing body's SEND policy. The published information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions