



Calow Church of England (V.C.) Primary School
North Road, Calow, Chesterfield, Derbyshire S44 5BD



*'Aiming High
Together'*

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

PHILOSOPHY AND PRINCIPLES

At Calow, our core values are respect, resilience, honesty, caring and cooperation. We look to challenge, inspire and enable each child to stretch the boundaries of what they think they can achieve. We provide our pupils with a safe, secure environment in which to learn, grow and flourish, and their welfare is paramount.

Our school is a community in which every aspect of a child's education is important. We want all our children to feel successful, happy and healthy, and to see life as an adventure, full of opportunities for taking and giving. We want them to enjoy and make the most of their time at school, setting themselves up well for the future. Our expectations of their behaviour, effort and attitude are high.

This School supports a policy of inclusion, access, entitlement and equality of opportunity for all children. There is a collective staff responsibility for special educational needs work in the School. We are committed to the functional integration of children with special needs into both our academic and social curriculum. We encourage children with special needs to become actively involved in each curriculum area according to their particular needs. We endorse the National Legal Requirements outlined in the Code of Practice 2014.

We are committed to meeting individual needs and to the ongoing monitoring and evaluation of current practice. We endeavour to listen to the views of the parent and the child. All children will follow the Curriculum at a level appropriate to them with personalised learning at the heart of provision.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided to others of the same age in mainstream schools

For children aged two or more, special educational needs 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. (SEND Code of Practice 2014 1 xi-xiii)

The issues outlined within these principles and philosophies are addressed in practice through the following systems and strategies, which refer to the organisation, curriculum and methodology operating within the School.

AIMS AND OBJECTIVES OF OUR SEND PROVISION

At Calow School we aim to:

- 'give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible';
- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;

- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum.

The curriculum should provide relevant and challenging learning for all children. It should follow the three principles set out in the inclusion statement:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

ADMISSION ARRANGEMENTS

Calow Primary School recognises that each child will have unique needs and welcomes all children irrespective of need - physical, intellectual, social and emotional. We will endeavour to provide a quality educational experience which is effective in meeting their specific needs. Adjustments on admission would be arranged in consultation with parents and outside agencies. A child may require physical adaptations to the School, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

CODE OF PRACTICE

The Code of Practice (2014) offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Calow C of E Primary School will provide in line with the Code of Practice.

AREAS OF NEED

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and / or physical

Behavioural difficulties do not necessarily mean that a child has SEND. Consultation with the class teacher, parents and SENCO will take place to consider if there are SEND factors causing the behaviours.

IDENTIFICATION AND ASSESSMENT

A child has special educational needs if he or she has a learning difficulty (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally) and if that learning difficulty calls for provision additional to, or different from, that made generally for children of the same age in local schools.

Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be. If the child's difficulties prove less responsive to provision made by the School, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may raise a concern:

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEND register
- Any of the support services mentioned later
- Records – transferred from another school
- Base line assessments
- SAT results and any other data
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against learning objectives specified in Literacy and Mathematics
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

Prior to involvement of the SENCO, class teachers will be expected to have undertaken the following:

- Provided differentiated work
- Use existing records/information/assessment as a starting point
- Involve the parents
- Involve the child
- Keep records/assessments/observations to inform next steps

Paragraph 5:44 of the Code says that, in primary schools, the triggers for intervention can be underpinned by evidence about a child who, despite receiving differentiated learning opportunities, for example:

- Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment in some curriculum areas

Furthermore, specialist advice may be undertaken when, despite receiving an individualised programme and concentrated support from the school, the child, for example:

- Continues to make little or no progress in specific areas over a long period
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

SCHOOL MODEL OF ASSESSMENT AND PROVISION – A GRADUATED RESPONSE

The School has developed a Tiered Approach (Appendix A), whereby all pupils are tracked against the levels of support needed in their learning. This is updated termly and interventions are put into place to support pupils to as necessary. Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring through the Provision Management system.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum offer and strategies. This is known as SEND Support.

SEND SUPPORT

Once a SEND has been identified, the first response is high quality teaching targeted at their weakness. If progress continues to be less than expected the class teacher, with support from the SENCO, should assess if a child has SEND.

Evidence needs to be from assessments, pupil views and parent views to determine if any other factors could be influencing the rate of progress.

Some children show SEND from an early age and some children only show SEND as they develop.

There is a graduated approach that will be put into place: Assess, Plan, Do, Review. This process is recorded on a Provision Map. In addition to the Provision Map, Individual Education Profiles are completed for pupils. This should ensure that pupils with SEND make good progress.

INDIVIDUAL EDUCATION PROFILE (IEP)

Our IEPs (Appendix B) give information about the pupil, including; their likes, strengths, barriers to learning, support strategies and adjustments, support to be given at home and long term goals. This document is updated at least 3 times a year with the pupil and parents. The IEP is a valuable document to outline the adjustments and strategies needed to facilitate the child's progress. It is also valuable in transition so that new staff consistently apply strategies to support the pupil.

PROVISION MAPS

As indicated above, arrangements which are **additional to or different from** that which is normally available will be recorded on Provision Maps, which will achieve the following:

- Raise achievement of pupils with SEND
- Be seen as a working document
- Use a simple and consistent format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free

- Be comprehensible to all staff and parents
- Be shared with all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND
- Shared with parents in structured conversations or termly progress meetings

They will focus on:

- The barrier, next step and the provision required to close the gap
- The baseline and a desired outcome (success criteria)
- Strengths and successes should underpin further planning of provision and strategies
- The Plan, do and review process

They will consist of:

- Short term targets set for or with the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes

When reviewed the following will be considered:

- Progress made – shown through assessments reflecting the target
- Parents' views
- Pupil's views
- Effectiveness of the provision
- Any specific access issues that impact on progress
- Future action, including changes to provision and strategies

As part of the process 'progress' will be defined as:

- Closing the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

EDUCATIONAL HEALTH CARE PLAN (EHCP)

The majority of children with SEND will have their needs met in mainstream schools. If the school and the local authority consider a child may need special educational provision, they will conduct an assessment of education, health and care needs and prepare an EHCP.

- EHC plan can be requested by the child's parents or by the school.
- The Local Authority will then determine whether a statutory education, health and care assessment is necessary, make a decision, and then communicate its decision to the child's parents.
- The child's views are gathered by the local authority and the child's parents are consulted. Advice from relevant professionals is also gathered.
- The entire process (assessment and planning) must take no longer than 20 weeks. At this point a decision will be made and reasons given.

If an ECHP is decided upon:

- Parents have the right to request a particular school.
- Parents have the right to request a personal budget from the local authority, which will be set out in the plan itself.

Reviewing the ECHP:

- The ECHP will be reviewed so that it remains relevant to the child.
- The school will adhere to the review timeline set out in the ECHP.
- A plan must be reviewed and amended in sufficient time for a child moving between key phases of education.

TRANSITION

We will support children with SEND at times of transition (as appropriate). Transition arrangements may include:

- Transition meeting with the current class teacher, new teacher and parents
- Support on whole school transition days from a teaching assistant
- The creation of a transition booklet for the child to use in school and at home
- Time for the new teacher to observe the child in their current class
- In the case of children leaving Calow C of E Primary - liaison with the next school, in the form of a meeting with parents, current support staff and new support staff. It also may include extra transition days
- With new pupils to the foundation stage - liaison with the pre-school and any professionals currently working with the child
- Any other professional activity that is necessary to support the child

ROLES AND RESPONSIBILITIES

GOVERNORS

- Be aware of the special needs policy and procedures.
- Appoint a Governor with responsibility for special needs, therefore fulfilling statutory requirements.
- Secure provision for children with special needs wherever possible in all activities of the school.
- Make sure that where the Headteacher knows of pupils with SEND their needs are known to all who teach them.
- Ensure that teachers are aware of the importance of identifying, assessing and providing for children with SEND
- Consult the Local Authority and governing bodies in neighbouring schools to co-ordinate SEND provision.
- Meet with the SENCO three times a year to discuss the Inclusion action plan and monitor pupil progress against targets.

HEADTEACHER

- Be responsible for the appointment of a special needs co-ordinator (SENCO).
- Ensure a whole school approach towards meeting special educational needs.
- To ensure that all children have access to a broad and balanced curriculum.
- To work closely with the school's SENCO and provide support by ensuring time or cover, for liaison with teachers, support staff, parents and external agencies.
- To ensure the implementation of the special needs policy throughout the School.

SPECIAL NEEDS CO-ORDINATOR (SENCO)

- Oversee the day to day operation of the school's SEND policy.
- Consult and liaise with Governors, Headteacher, teachers, parents, children and external agencies.
- Co-ordinate and monitor SEND provision in school.
- Be responsible for overseeing the SEND recording.
- Be responsible for arranging annual reviews of EHCP's.
- Give assistance to teachers on identification and assessment of SEND

- Give advice on programmes of work, approaches and resources.
- Contribute to the in-service training of staff within school.
- Attend relevant courses and give feedback information.
- Monitor and liaise with teaching assistants working with children with SEND
- Liaise with the Educational Psychologist to discuss provision for SEND pupils in our School

TEACHERS

- Identify children with SEND
- Inform parents of concerns and actively seek their involvement in their child's social and educational development.
- Inform and liaise with the SENCO.
- Deliver a programme of work appropriate to a child's needs.
- Be responsible with the SENCO to monitor and modify programmes of work.
- Be aware of school resources in SEND
- Carry out programmes of work set by outside agencies.
- Liaise with and direct teaching assistants working with children with SEND

TEACHING ASSISTANTS

- Liaise with class teacher in order to be aware of a child's special needs.
- To provide a caring and positive working environment.
- Aid in delivering a programme of work appropriate to a child's needs.
- To work closely with the class teacher to monitor progress.
- Complete any records, provide written reports and attend meetings.
- Carry out programmes of work set by outside agencies.
- Carry out assessments with the class teacher.
- To work with the class teacher in the making and preparation of differentiated materials.

PARENTS

- Give support to the child at home and at school.
- Be encouraged to share their knowledge, views and experience with the school and know these are valued.
- Be involved in their child's learning programme.
- Attend review meetings and contribute to the writing and assessment of targets for their child's SEND provision.

PUPILS

- Report their feelings and views about special needs provision and progress.
- Be actively involved in self assessing and setting future targets for their SEND provision.

EXTERNAL AGENCIES

- Offer specialised, tailored help.
- Liaise with relevant school personnel and parents.
- Attend appropriate meetings and provide written reports.
- Provide specific programmes of work for children with a statement of SEND

SPECIAL FACILITIES

Some adaptations have been made to provide access for persons with SEND, including:

- A ramp and handrail to the front entrance to school.
- Two disabled access toilets, one of which includes an adjustable bed.
- Graduated access to upper play area.

Calow C of E Primary School has developed an Accessibility Plan and a Disability Equality Scheme covering a period of three years. Copies are available from the school office and on the school website.

PUPIL ENTITLEMENT

The School aims to give all children full access to all areas of the curriculum.

Our Curriculum Policies contain statements referring to provision for pupils with special educational needs. Specific strategies used are as follows:

- Differentiation of materials and class work, including appropriate scaffolds.
- Use of Teaching Assistants for daily teaching activities and carrying out specific programmes of work.
- Working to termly I.E.P. targets, involving parents, pupils, class teacher, teaching assistant and any outside agencies involved.
- Involvement of parents and pupils in planning and reviewing processes.

CPD OPPORTUNITIES

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities are provided, which include:

- Skill sharing and the demonstration of teaching techniques and strategies
- Professional development sessions and one-off sessions on relevant subjects, provided by staff from the SSEN Service. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school (e.g. communication/Makaton)
- Other training relevant to the school, delivered by the SENCO or external providers

Staff are encouraged to maintain and improve their knowledge and expertise in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENCO and Headteacher. Staff working with SEND children who have a diagnosed SEND will receive specific training, as appropriate, to increase their knowledge and skills. This may be in-house training, or from an external provider.

MONITORING AND REVIEWING

- Children at SEND Support and those who have an EHCP all have their targets recorded on a Provision Map.
- Provision Map targets should be reviewed each term (at least 4 times a year) and new targets set.
- All parties involved with the educational provision are involved in the review of targets and setting of new targets including teacher, teaching assistants, outside agencies (e.g. speech therapists, physiotherapists), parents and the child themselves.
- The child's views are sought when reviewing the targets and setting new targets. The child has access to a copy of their targets (at an age appropriate level).
- Relevant assessments are carried out against the current Provision Map targets and copies of these assessments are kept by the class teacher. These assessments also help to inform new targets set.
- National data sets are used to track progress and set future targets.
- The Dyslexia Early Screening Test (D.E.S.T.) can be used with parental permission.
- B-squared grids are used to support the assessment of children working below National Curriculum Levels. These are used and updated with the SSEN teacher.

SCHOOL PERSONNEL

Responsible Governor:-	Mrs. G. Pattison
Headteacher:-	Mr. D. Sumner
Special Needs Co-ordinator:-	Mrs. E. McDonald

This policy is intended to support a whole school approach towards meeting Special Needs, which requires a collective responsibility from all staff.

Policy produced March 2013

Policy updated in line with the Code of Practice (2014) – September 2014

Policy reviewed and updated: June 2019



Calow Church of England School Learning Support Tiered Approach

	Who	What	Action
Universal Entitlement	Teachers and Teaching Assistants	Rich varied Curriculum. Differentiation at all levels to match ability and learning styles. Time to practice fluency and mastery.	To make at least good progress.
Level 1	Teachers and Teaching Assistants	Work with parents, support staff and pupil to diminish gap/barrier. Teacher seeks advice from others through the use of Achievement team meetings.	To diminish the gap and quickly through class based support strategies. To gather evidence of progress. To gather evidence of specific difficulty or cause for concern.
Level 2	Teachers, Teaching Assistants and <u>SENCo</u>	<u>SENCo</u> works with child to identify specific issues. Specific interventions may be used if child fits criteria.	Issues will be identified and evidence of learning difficulty will be provided. To provide additional support through intervention.
Level 3	Teachers, Teaching Assistants, <u>SENCo</u> and <u>Local Authority</u> and outside agencies	Staff work with Outside agencies (List)	Seek advice, follow specific interventions through enhanced provision. Identify on SEND register.
Level 4	Teachers, Teaching Assistants, <u>SENCo</u> , SEND team <u>Local Authority</u> and outside agencies	GRIP Funding or EHCP to <u>personalised</u> provision against specific measured outcomes	Guaranteed support in class through secured additional funding. Clear transition planning for pupil involving parents.



Calow Church of England School Pastoral Support Tiered Approach

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	Who	What	Action
Universal Entitlement	Teachers and Teaching Assistants	Promoting school values (eg. positive role models) Promoting establishing routines Timetable communicated Learning styles reflected at time of planning	To make at least good progress.
Level 1	Teachers and Teaching Assistants	SaFS log Working with parents Achievement Team Meetings SaFS Meetings Self-esteem chart	To diminish the gap and quickly through class based support strategies. To gather evidence of progress. To gather evidence of specific difficulty or cause for concern.
Level 2	Teachers, Teaching Assistants and SENCo	Mentoring sessions Home school contact book Personalised routines Target values chart	Issues will be identified and evidence of learning or SEMH difficulty will be provided. To provide additional support through intervention.
Level 3	Teachers, Teaching Assistants, SENCo and Local Authority and outside agencies	1 to 1 personalised meet and greet Safe place (work station) Personalised care Risk assessment IEP Involvement of outside agencies	Seek advice, follow specific interventions through enhanced provision. Identify on SEND register.
Level 4	Teachers, Teaching Assistants, SENCo, SEND team Local Authority and outside agencies	Level 3 strategies (above) Personalised support	Guaranteed support in class through secured additional funding Clear transition planning for pupil involving parents.



My Profile

Name:	
About me:	
Strengths:	
My barriers to learning:	
Support strategies to help me in school (include information from provision map)	How will I be supported at home:
Long term goals (by the end of the year):	Child Signature:
	Parent signature:
	Teacher Signature:
	Date: