



Policy and Procedure

Cross Gates Primary School

Policy: **Special Educational Needs and Disabilities Policy**

Written by: Sophie Wilkinson

Ratified by Governors: September 2018

Reviewed: May 2020

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INTRODUCTION

Cross Gates Primary School is a one form entry mainstream school with two year old and three year old nursery provision. We have higher than average numbers of children with SEND. At Cross Gates Primary School we are committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. We believe in treating all pupils as individuals and catering for their individual needs. This includes children with special educational needs and/or disabilities (SEND). All pupils have the right to a broad and balanced curriculum where their individual educational needs should be taken into account and effective support provided for them to ensure they can access it. All pupils with SEND are valued, respected and equal members of the school. Every teacher is a teacher of SEND and staff will work to ensure that all pupils maintain high levels of self-esteem in order to achieve their full potential. At the earliest opportunity support will be given to pupils by members of staff, working in partnership with parents. The School is following national and Local Authority (LA) guidelines for the inclusion of all pupils. The effectiveness of provision for pupils with special educational needs will be monitored and evaluated, with reference to the School's Assessment Policy, by the Special Educational Needs Coordinator (SENDCO), members of the management team and the governor with responsibility for SEN.

This policy complies with the statutory requirements in the SEND Code of Practice 0-25 (July 2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- LA Guidance – 'Children and Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- The Safeguarding Policy
- The Accessibility Policy
- The school's SEND information on the school website
- Teachers Standards (2012)

In accordance with the overarching principle of the new Code of Practice, this policy has been written by the SENDCO (Sophie Wilkinson) with the SEN Governor (Claire Daniel) in liaison with the senior leadership team, all staff and in consultation with parents of pupils with SEND.

KEY STAFF

Sophie Wilkinson – Assistant Head of Inclusion/Special Educational Needs Coordinator (SENDCO)
Diana Mann – Governor with responsibility for SEND

LONG TERM AIM OF THIS POLICY

Our aim is to promote a positive self-image and self-worth for all children

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
4. To provide support and advice for all staff working with pupils with SEND.
5. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.

OUR AIMS

Cross Gates Primary aims to be an inclusive school.

- to ensure that the needs of pupils with SEN are identified as early as possible, assessed, provided for, monitored and regularly reviewed
- to develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils in order to meet their individual needs
- to ensure access for all children to a broad and balanced curriculum by providing extra support or additional resources where appropriate and by removing barriers to learning
- to work in partnership with parents to enable them to make an active contribution to the education of their child
- to maintain close links with support services, other schools and agencies
- to take views and wishes of pupils into account and involve them in planning and decision making
- to raise staff awareness and expertise through relevant training

DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS (SEN) TAKEN FROM SECTION 20 OF THE CHILDREN AND FAMILIES ACT 2014

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

IDENTIFICATION OF SEND

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met. A child will be identified as having SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

The following may impact on progress and attainment but are not SEN:

- Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).
- Attendance and punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being in receipt of Pupil Premium
- Being a child of a serviceman/woman

A GRADUATED, WHOLE SCHOOL APPROACH TO SEN SUPPORT

Class and subject teachers are responsible and accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. The Senior Leadership Team (SLT) regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through observations, planning and book scrutiny and pupil progress meetings.

The schools graduated response procedure is outlined below:

- Concerns about progress and needs of pupils are raised by the parent, class teacher, SENDCO or SLT. Initially a record of concern should be completed.
- Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- At this stage they may be placed on our Additional Needs register.
- Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- The class teacher takes steps to provide differentiated learning opportunities that aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Specialised/adapted resources such as visual aids should be utilised where appropriate.
- The pupil may be identified to take part in a small group or 1:1 intervention program.
- The SENDCO is consulted as needed for support and advice and may wish to observe the student in class.
- At this stage it can be determined which level of provision the student will need going forward.
- If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

If this process has taken place and the child's progress is still a concern, the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support.

SEN SUPPORT

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. An individual programme of objectives and provision will be drawn up in a **SEN Support Plan** and will be shared with parents at teacher/parent consultation evenings or at reviews with the SENDCO. This should include specialist/adapted resources where appropriate. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the

outcomes that are being sought. The pupil's progress will be closely monitored throughout. Children and parents will be informed and consulted.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. This may involve referring to other professionals if additional assessment and advice is needed. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an **Education Health and Care Plan (EHCP)**) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

- a. Following Statutory Assessment, an EHC Plan will be provided by Leeds City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the procedures outlined in this policy.

How Cross Gates Primary School manages the needs of pupils who qualify for SEN support

In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's Offer which is published on the school's website.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching (Universal Support) they are discussed with the SENDCO and a plan of action is agreed
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk)
- A Support Plan is drawn up and appropriate targets set. The plan is reviewed termly. It 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 small group) put in place to enable the child to achieve these targets
- The responsibility for maintaining/updating SEN Support Plan is that of the SENDCO, however they are used on a daily basis by the class teacher, teaching assistant, or specialist teacher/teaching assistant assigned to undertake the specified intervention. Targets for children at SEN Support are deliberately challenging but achievable in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so 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.
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Cross Gates Primary School include Educational Psychology, Speech and Language Therapy, Special Educational Needs Inclusion Team (SENIT), Early Years Special Educational Needs Inclusion Team (SENIT), SENSAP (Special Educational Needs Statutory Assessment and Provision Service), VIT (Visual Impairment Team), DAHIT (Deaf and Hearing Impairment Team), CAMHS (Child and Adolescent Mental Health Service). Accountability for the quality of provision is that of external agencies is undertaken by the SENDCO who jointly

agrees the funding of such provision with SLT. The SEN Governor ensures that the school meets its responsibility for all children who have SEN.

- Hearing and/or vision checks may be sought to discount any unidentified problems.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

ROLES AND RESPONSIBILITIES

The key responsibilities for the SEN Coordinator (SENDCO)

The SENDCO is Mrs Sophie Wilkinson

The SENDCO has a key role in determining the strategic development of the SEN policy and provision in order to raise the achievement of children with SEN. Key responsibilities are:

- To oversee the day-to-day operation of the school's SEN policy
- To monitor, evaluate and review provision for SEND.
- To assist with and advise on the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make referrals/contact with these agencies and attend meetings when necessary.
- To provide a link for teachers who think a child may need outside agency support.
- To ensure that the school's SEND register and provision map are updated regularly.
- To ensure individual programmes of provision are written and reviewed termly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To provide an annual report to governors.
- To organise annual and termly review meetings.
- To lead staff development for teachers and Teaching Assistants, to enable them to develop skills for teaching and identifying children with SEND.
- To coordinate the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs.

The key responsibilities for the Head Teacher and Senior Leadership Team in terms of SEND are:

The Head Teacher is Mr James Garden

- To ensure the policy for Special Needs is implemented throughout the school
- To ensure that the needs of SEND children are met within school
- To allocate roles and responsibilities to staff so that special needs are met
- To monitor, evaluate and review provision for SEND
- To manage the budget and take responsibility for how the SEND and Pupil Premium budgets are allocated
- To analyse data for groups of pupils and ensure provision is put in place
- To hold Pupil Progress meetings with class teachers

The role of teaching staff

All staff share the responsibility of meeting an individual's needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. Class teachers have overall responsibility for those pupils in their classes who have special educational needs. They are responsible for:

- to ensure that all pupils have access to a broad, balanced and rich curriculum
- ensuring that lessons are differentiated and setting suitable learning challenges, taking into account the needs of individual pupils with SEN
- taking account of different learning styles and using a multi-sensory approach
- providing a supportive working environment with ready access to materials and equipment
- identifying early concerns and putting strategies into place to support pupils' learning including involvement from the SENDCO
- to provide regular updates for parents and contribute to the review process.
- to liaise with the Senior Leadership team about children's progress, and raise concerns with the SENDCO if a child needs additional support.
- to monitor progress of their pupils and identify which children are not making adequate progress.
- to know which pupils in their class are on the SEND register and their level of need.
- liaising with TAs and Learning Support Assistants (LSAs) on pupil response and progress to inform planning
- discussing concerns and keeping parents up to date on their child's progress
- to work with Teaching Assistants to write individual programmes of support for pupils identified as having a special educational need and/or disability and be involved in the review of these documents each term.
- to ensure Teaching Assistants are supporting pupils in their class, as directed.
- to attend appropriate INSET and courses.

The role of teaching assistants (TAs)

The Teaching Assistants work alongside teaching staff making appropriate provision and supporting children's individual needs. Their responsibilities include:

- supporting groups or individual children in class as directed by the class teacher
- supporting small groups or individuals outside of the classroom where deemed necessary by the class teacher
- raising concerns and monitoring progress with class teacher
- delivering intervention programmes where needs have been identified by class teachers and SENDCO
- monitoring progress and record keeping of interventions and feeding back to SENDCO
- Discuss the progress and success of interventions regularly with the class teacher.
- To have a clear idea of what the impact of their intervention has been.
- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.
- To be aware of the contents of the school SEND policy.

The key responsibilities for the Governing Body

The named governor responsible for SEN is Mrs Diana Mann.

It is the responsibility of the governing body to:

- have regard to the SEN Code of Practice when carrying out their duties towards all children with SEN
- secure the necessary provision for any pupil identified as having SEN
- ensure through the Head Teacher delegation that all teachers are aware of the importance of providing for these children
- ensure they are involved in developing and monitoring the school's SEN policy
- monitor and report to parents annually on the implementation and success of the school's policy and provision made for children with SEN
- ensure they are up to date and knowledgeable about the school's SEN provision including how funding, equipment and personnel resources are deployed
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher and SENDCO.

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without.

All SEND paperwork should be passed to the SENDCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting will be set up between the feeder school and the receiving school to aid a smooth transition. If a face to face meeting is not possible, contact will be made via telephone to make sure there is a good understanding of the type of provision required.

The school will do its best to ensure that necessary provisions and preparations are made prior to the start of the child's school year. The child will be closely monitored to ensure that all the appropriate provisions are in place.

ACCESSIBILITY/FACILITIES

Cross Gates Primary School is all on ground level allowing access to all areas. There is a visitor's toilet and a disabled toilet with a bed near the main entrance. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate pupils with disabilities and this will be reflected in the School's Accessibility Plan. There are various rooms available for withdrawal teaching, intervention groups and 1:1 work, including the learning mentor's room, the intervention room and the library.

SPECIALIST PROVISION

The school has no specialist SEN provision. We have purchased a modular building and In September 2022 we opened The Hub, additional provision for pupils with complex speech and language needs including Autism. The provision contains a sensory room, dedicated areas for PECS and structured Speech and Language sessions and continuous provision areas for intensive interaction and social interaction sessions. It also has an accessible toilet and changing table.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Cross Gates Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which would bring together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

There is a separate medication policy.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

Resources for SEND are allocated from the school's annual budget and is made up from the Notional Inclusion Budget and high-level needs top up funding. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If it is deemed necessary, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENDCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

PARTNERSHIP WITH PARENTS

Cross Gates Primary School believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

We endeavour to foster good communication with parents and make them welcome in school. The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENDCO, throughout the year for any reason.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Leeds SEND Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Please see our school website for additional information on how we support our pupils with SEND.
www.crossgatesprimary.co.uk

PUPIL PARTICIPATION

Cross Gates Primary strives to be an inclusive school. We recognise that children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate, where possible, depending on age, maturity and capability, in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Outcomes for Support Plans will be discussed with pupils and their views sought on how they will achieve their learning targets. They will be asked to participate in writing their Support Plan to allow them an input into the information provided to all staff regarding their individual likes, dislikes, needs and requirements.

LINKS WITH OTHER AGENCIES

The school has Joint Planning Meetings each term. These meetings are attended by the SENDCO and a representative from the Educational Psychology Service. School can seek advice and support through these meetings or via links with other external agencies. We also maintain links with other schools through the SENDCO forums held each half term within the cluster and through the Leeds East Primary Partnership (LEPP) Trust of schools. Sharing knowledge and good practice is key to the effective SEND provision within our school. The SENDCO is responsible for liaising with external agencies.

COMPLAINTS PROCEDURE

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint the following procedure will be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENDCO.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher.
3. If a satisfactory outcome cannot be reached at this stage, then the matter should be followed up in accordance with the schools' complaints procedure which is available on the school website.