

Special Educational Needs and Disability Policy

**Approved by the
Local Governing Body
On
10 November 2020**

Special Educational Needs Policy

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DOCUMENT CONTROL

Authorisation

Authorised by: Local Governing Body

Date: 10 November 2020

Change History

Editor	Comment	Date	Version
Natasha Grant	Reviewed and updated Policy	January 2014	1
Full Governing Body	Final Approval	January 2014	1
Debbie Gifford Working towards National Award for SEND (Clause 64, C & F Bill, 2014)	Information and advice received from consultation of parent with School Information Booklet. Reviewed and updated policy	October 2014	2
Cathy Moor (SEND Governor) and Tricia Farrelly (Head Teacher)	Minor Amendments	Nov	2.1
Full Governing Body	Final Approval		2.2
Debbie Gifford National Award for SEND (Clause 64, C & F Bill, 2014)	Adaptation of identification of SEND and moving from wave one to three	September 2016	2.3
Trish Farrelly Head Teacher	Reviewed – no recommended changes	September 2016	2.4
Debbie Gifford SENDCO		September 2017	2.5
Local Governing Body Lauren Cleaves SENDCO	Approved by the Local Governing Body Reviewed and updated Policy	20.11.18 31.11.19	3.0 3.5
Lauren Cleaves	Reviewed and updated Policy. Minor amendments	14.10.20	3.6
Local Governing Body	Approved by the Local Governing Body	10.11.20	4.0

Document References

#	Title	Date	Version
	NASEND HELP SHEET: UPDATING SEND POLICY for SCHOOLS 2014 found at: http://www.bathnes.gov.uk/sites/default/files/key_requirements_for Updating your school SEND policy in line with SEND code of practice 2014 naSEND guidance.pdf last accessed: 28/11/14	October 2014	1

Distribution List

Name	Date	Method
All teaching and support staff		
Parents and Governors		

INTRODUCTION

Background

The new Code of Practice was introduced in September 2014. This policy has been produced as a result of consultation by the SEND leadership team, parent consultation of the School Information Booklet and a reflection of the legislative changes brought about by the Code of Practice SEND 2020.

Responsibility for the coordination of SEND provision

Our Special Educational Needs Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCO also contributes to the strategic development of SEND provision.

Our SENDCO for the mainstream school is Lauren Cleaves. She can be contacted via email or through the school office

Email address: admin@courtwood.org.uk

Our SENDCO for the Enhanced Learning Provision is Clare Cook. She can be contacted via email or through the school office.

Email address: admin@courtwood.org.uk

Our SENDCOs are experienced qualified teachers who have either completed or are completing the National Award in Special Educational Needs Coordination this year. The advocate for SEND on the SEND leadership team is Natasha Grant.

The person responsible for overseeing the provision for children with SEND is Natasha Grant, (Principal) – admin@courtwood.org.uk

Abbreviations

Abbreviation	Meaning
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Co-ordinator
LA	Local Authority
IEP	Individual Education Plan
ARE	Age Related Expectations
AM7	Assessment Manager (SIMS)

POLICY

Aims of this policy:

- To ensure that the responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To ensure that children identified as Young Carers can engage successfully in all school activities alongside pupils who do not have SEND so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training and continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood

SEND Definition

Definitions of special educational needs (SEND) taken from **section 20 of the Children and Families Act 2014**. 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 them. A child 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 child 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.

Children will have needs and requirements which may fall into at least one of the four areas, many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

This policy ensures that curriculum planning and assessment for children with SEND/D takes account of the type and extent of the difficulty experienced by the child. We do all that we can to allow children fair and equal access to a broad and balanced Curriculum, adapting teaching methods and activities wherever possible to achieve this.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the **Disability Discrimination Act 2005**. We will assess each child as required, and based on their identified needs, within the confines of the organisation provide the correct provision.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work alongside parents and their children ensuring their views and opinions are valued and recorded
3. To work within the guidance provided in the ***SEND Code of Practice, 2020***
4. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
5. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
6. To provide support and advice for all staff working with special educational needs pupils

Educational Inclusion

In our school we have high expectations of all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of the school community. Through appropriate curriculum provision, we respect the fact that children:

- ✦ Have different educational and behavioural needs
- ✦ Require different strategies for learning
- ✦ Acquire, assimilate and communicate at different rates
- ✦ Need a range of different teaching approaches and experiences
- ✦ Need emotional support and nurture to help access the curriculum.

Teachers and other staff respond to children’s needs by:

- ✦ Providing support for children who need help with communication, language, literacy and numeracy;
- ✦ Providing support for children with mental health, emotional and social difficulties;
- ✦ Helping children to manage their behaviour and to take part in learning effectively and safely;
- ✦ Helping children to manage their emotions, and to take part in learning;
- ✦ Planning to develop children’s understanding through the use of all their SEND and of varied experiences;
- ✦ Planning for children’s full participation in learning, and in physical and practical activities;

All children are assessed when they enter our school (see [Assessment Policy](#)), so that we can build upon prior learning. When new children are admitted to Courtwood Primary their records are requested immediately and any existing special educational needs are noted and followed up ensuring maximum continuity. Where a need is identified the SENDCO will aim to visit the child in a familiar setting and discuss their needs. We use all this information to provide starting points for the development of an appropriate curriculum. Similarly when children transfer to another school their records are passed straight away on to the receiving school.

Admission arrangement for children with SEND.

The school’s admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEND. Applications for a place within the Enhanced Learning Provision for Children with Autism Spectrum Disorder need to be made to the Local Authority. Courtwood Enhanced Learning Provision for Children with ASD MUST be named on the Education Health Care Plan (EHCP) following the decision made by the Local Authority in conjunction with Courtwood Primary School.

The Code of Practice requires a school to admit all pupils who have a Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a pupil with a Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school.

Identification, Assessment, Review and Provision

Courtwood Primary School operates a three-tiered approach to identification of SEND.

Concerns about a pupil's progress, behaviour or ability to access the curriculum may be noted by:

- The class teacher
- Parents/guardians/carers
- Learning Support Assistants
- Outside agencies or as a result of standardised tests and tracking of pupil progress.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs:

- Foundation stage profile results
- Progress measured against national expectations
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors / Pivats
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEND
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

A Graduated Approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) 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.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) If progress and impact of intervention is not seen, or alternatively, if we receive advice from an outside agency the decision may be made to place your child on the SEND register. This would not happen without consultation with the parent.

SEND Support

May present as a vulnerable or inexperienced learner:

Initial indication of SEND/D – Quality First Teaching/Wave 2:

1. Requires some targeted support to make expected progress.
2. Low baseline scores, e.g. assessment on entry, indicates some learning delay or possible difficulty
3. Speech unclear/difficult to understand and grammatically incorrect
4. Has difficulty in getting started on tasks
5. Has difficulty in completing tasks
6. Concentration span not age appropriate
7. Lack of previous school experience
8. Difficulty organising themselves
9. Social skills are immature
10. Attendance issues/patterns/change in home circumstances
11. Work avoidance strategies
12. May present as passive or difficult to engage, particularly in group or whole class basis
13. May be unwilling to take risks in their learning
14. Health issues

School response may include:

Discuss with SENDCO

Discuss with parents/carers

Refer for Sunshine/ELSA/Drawing and Talking

Targeted in class for Pre-Teach and extra learning support

Further concerns - Wave 3

1. Attainment below age related expectations.
2. Not making expected progress despite targeted support
3. Literacy and/or numeracy delay impacting on progress in other areas of the curriculum.
4. Has some difficulty retaining and using learned skills independently in specific or general learning contexts.
5. Expressive and receptive language delays compared to age related expectations
6. Evidence of possible specific language impairment.
7. Some difficulty generating ideas, e.g. for story creation
8. Some difficulty in articulating ideas.
9. Specific learning difficulty e.g. requires adult support to access and comprehend text in other subjects.
10. Concentration span significantly not age appropriate
11. Can remain on task with adult support
12. Has difficulty in following a two-step instruction

School response may include:

Individual Education Plan

SENDCO involvement

Discuss with Parent/carer

Refer for Sunshine/ELSA/Drawing and Talking

Refer to outside agencies

Refer to Young Carers

Considerable concerns – Wave 3/Moving towards request for ECHP

1. Attainment below age related expectations.
2. Not making expected progress despite targeted support
3. Literacy and/or numeracy delay impacting on progress in other areas of the curriculum.
4. Has some difficulty retaining and using learned skills independently in specific or general learning contexts.
5. Expressive and receptive language delays compared to age related expectations
6. Evidence of possible specific language impairment.
7. Some difficulty generating ideas, e.g. for story creation
8. Some difficulty in articulating ideas.
9. Specific learning difficulty e.g. requires adult support to access and comprehend text in other subjects.
10. Concentration span significantly not age appropriate
11. Can remain on task with adult support
12. Has difficulty in following a two-step instruction

School response may include:

Gather evidence for SEND Locality Panel/EHCP application

Individual Education Plan

Continued involvement with outside agencies

SENDCO involvement

Discuss with Parent/carer

Refer for Sunshine/ELSA/Drawing and Talking

Refer to Young Carers

Any child who will be placed on the SEND Register will require written permission from a parent/carer.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the joint decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. Consent will be obtained by the parent before the child is placed on the SEND register.

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.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process 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. Again parental consent will be obtained before this process begins.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources and is usually written by the SENDCO in collaboration with:

- Parents
- Teachers
- 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 found via the SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/>

or by contacting the Special Educational Needs and Disability information and advice support service (SENDIASS) on 020 3131 3150

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be written and provided by Croydon 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. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Exiting the SEND register:

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Supporting pupils at the school with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least yearly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEND the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school website.

The role of the SENDCo is to:

- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the ***Equality Act (2010)*** with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

The role of the governing body:

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND/D Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Partnerships with parents

At Courtwood School, we encourage an active partnership with parents through an ongoing dialogue and the home-school agreement is central to this. We recognise that parents have an important role to play in their child's education and that when parents, teachers and the child him/herself are working together as a team, much can be achieved. For this reason, we seek to involve parents and the child at every stage of the process of identifying and managing the child's special educational provision.

Parents are:

- ✦ Consulted as soon as teachers become concerned that a child may have special educational needs
- ✦ Invited to express their opinions about their child's difficulties
- ✦ Kept informed of their child's progress at termly intervals in addition to parent consultation and annual school report
- ✦ Invited to discuss with their child's class teacher and the SENDCO, if required or requested, the outcomes and the strategies in place to support their child
- ✦ Advised as to how they may help their child at home
- ✦ Asked to sign a consent form allowing their child to be seen by the Educational Psychologist
- ✦ If appropriate, invited to meeting with the School's Educational Psychologist, with Speech and Language Therapists and other specialists who may assist in providing guidance that will further aid their child's progress
- ✦ A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. A copy of this will be provided for the pupil's parents
- ✦ Always welcome to express any concerns that they may have about their child's education by making an appointment to see the class teacher, SENDCo or the Headteacher

IEPs are reviewed and re-written three times a year and at parent meetings the progress made by a child with special needs is shared with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

At Courtwood we encourage all children who are capable to take responsibility and to make decisions. The views of the children in school are given due weight according to their age, maturity and capability. This is part of the culture of our school and relates particularly to Year 5 and Year 6 children as part of the process to ensure a smooth and positive transition to secondary school.

Children are involved at an appropriate level, in all the decision making processes. Children are encouraged to contribute to their targets/outcomes and to make judgements about their own performance. Their views and opinions are valued. We recognise success here as we do in any other aspect of school life.

Professional development for staff

The SENDCo attends relevant training and disseminates the details to all the staff as is appropriate. We have regular staff meetings where SEND/D issues are discussed. These meetings are to ensure that all staff keep up to date with information and legislation, or to discuss specific concerns relevant to the needs of pupils within the school. Staff receive specific training for individuals on an as needed basis and further training is provided during INSET as areas for development are identified.

At Courtwood we ensure that all staff are informed and understand the needs of individual children with specific special educational needs. This promotes an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.

Monitoring and review

The SENDCo monitors the movement of children within the SEND/D system in school. The SENDCo and the Principal have regular meetings to discuss and review the work of the school as well as to provide regular summaries of the impact of the policy on the practice of the school. The SENDCo and the named governor with responsibility for special needs hold termly meetings.

Roles and Responsibilities

The SENDCO:

The SENDCOs, Clare Cook and Lauren Cleaves, have the day to day responsibility for the operation of the SEND policy, the provision and appropriate use of funding in school. This includes the line management of teaching assistants who give support to individual and groups of pupil with SEND. The SENDCOs provide training, guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCOs have a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENDCOs will also take a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body:

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The lead governor for SEND at Our School is Councillor Andy Strannack. .

He meets at least termly with the SENDCOs to review and evaluate effectiveness of the schools' SEND provision including funding and contribute to discussions about plans to develop and enhance this provision.

The lead SEND governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Body cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

Designated teacher for Safeguarding: Natasha Grant, Jo Stawman, Clare Cook and Lauren Cleaves.

Designated teacher for Looked After Children: Natasha Grant

Lead teacher for effective deployment of pupil premium funding: Natasha Grant

Lead teacher for effective deployment of sports funding: Joanne Stawman

Policy written by Clare Cook (SENDCo):

Dated: November 2018

Policy reviewed by: Lauren Cleaves

Policy Approved by Governors:

Named Governor: Andy Stranack

Next Review: November 2021