



SEND POLICY

ORIGINATOR: Rebecca Hall

SLT LINK: Kelly Jackson

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1. CONTEXT

- 1.1 Catmose Primary is an academy primary school in Oakham, Rutland. The majority of pupils are drawn from the county town of Oakham and surrounding villages, although many are attracted from a wider area including Leicestershire and Melton through parental choice.
- 1.2 The Ofsted report in 2017 rated the Primary 'Good' in all categories. We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life. More details on the Primary can be found via the website or on the DfE.
- 1.3 We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud to have committed staff and talented, hardworking pupils whose contributions make our School truly exceptional.
- 1.4 Our primary aim is to encourage each pupil to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve

this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

2. PRINCIPLES

2.1 In line with the principles of the Special Education Needs Code of Practice 2015, we believe that:

- All pupils should be able to access a curriculum which is appropriate for their individual needs.
- SEND pupils will be expected to make the same levels of progress as all other pupils.
- We will work in partnership with children, pupils, teachers, parents and where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of our curriculum and part three of the individual's statement.
- Parents of pupils on the SEND register will be able to discuss the needs of their child with the relevant member of staff.
- Pupils with statements will have a designated key worker within the Primary; this would not replace Health or Social Care key workers allocated by the Local Authority.
- Reviews and provision will focus on the long-term plans of the child to ensure a successful transition to adult life.

3. WHO IS RESPONSIBLE FOR CARRYING OUT THIS POLICY?

3.1 The implementation of this policy in School will be monitored by the Governing Body and remain under constant review by the SENCO and Head of School. The SENCO and all staff are responsible for ensuring that the principles outlined in the policy are applied to individual pupils and children.

4. IDENTIFICATION

4.1 Pupils at School are identified as having SEND when they have a significantly greater difficulty in learning than the majority of pupils of the same age. Difficulties include:

- Little or no progress despite the use of targeted teaching approaches and differentiated curriculum;
- Working at levels significantly below age expectations, particularly in numeracy and literacy;
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairment that results in little progress despite provision of appropriate aids and equipment.

4.2 Before pupils join us, the SENCO and Early Years teams spend time gathering information from all settings and discussing any additional needs. This includes attending annual reviews of pupils with EHC Plans; thus ensuring existing needs continue to be met. The SENCO is available at parents' information evenings and new intake sessions to discuss issues with parents. Transition arrangements are bespoke to individual children's needs and may range from the new intake sessions to a tailor-made programme.

- 4.3 When pupils join us, the Early Years Team makes an initial baseline assessment. These assessments ensure that we have up to date information and data regarding any additional needs pupils may have. This information is then monitored carefully throughout EYFS to ensure that any issues are identified and acted upon promptly.

5. IDENTIFICATION IN YEAR

- 5.1 The SEND team continuously monitor pupils' progress following each period of reporting, identifying pupils who may need additional support. Teaching staff may also identify pupils who have not responded to differentiated support within the classroom. Information from parents can also identify pupils as well as pupil self-referral. We also use information from outside agencies, including educational psychologists.
- 5.2 Once a SEND concern for a pupil has been identified, the Phased Support System Process begins and each phase usually lasts for eight weeks. It is essential to provide evidence of support implemented, set pupil SMART targets and review the progress made following the implementation of intervention. This support system reflects the SEND Code and forms part of the preparations for an EHC Plan assessment referral and once the request for assessment is submitted to the Local Authority, the process will take up to 20 weeks.
- 5.3 All pupils with additional needs are placed on the SEND register, which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and pupil learning activities. Targeted interventions are planned and delivered where appropriate and this may include deployment of teaching assistants, small group or individual work to access a broad range of activities.

IDENTIFY PUPIL	Identify need (class teacher) Raise as a concern with SENCO/Head of School Initial discussion with parents
DATA COLLECTION	Phonic screening KS1/KS2 SATs Pupil Tracker Checkpoint tasks Class data sheets Intervention mapping
INTERNAL SENCO ASSESSMENTS	SENCO assessments Parental letter informing the outcome of assessments with a support programme where applicable (IEP written)
IMPLEMENT SUPPORT PLAN (Cycle 1)	Baseline assessments in areas of concern Identify intervention/support required SMART targets Resource intervention/support Action plan Plan implemented
COMMISSION EXTERNAL AGENCIES	Educational Psychologist Local Authority Inclusion Officers VI (Visual Impairment) Service HI (Hearing Impairment) Service Community Paediatrician Speech and Language Therapist Physiotherapist Occupational Therapist School Nurse Educational Welfare/SIDO Social Care
IMPLEMENT SUPPORT PLAN (Cycle 2)	Review action plan against SMART targets Review intervention/support in place Amend action plan Second cycle plan implemented
APPLY FOR EHC PLAN ASSESSMENT	Parental and pupil consent Personal details Young person's views and wishes Parent/Carer's views and wishes Agency Involvement Application form

6. ASSESSING, REVIEW AND PROGRESS

- 6.1 Target setting is used for all pupils, including those with SEND in the mainstream; the same process as their peers is used. We use national expectations in respect of progress from EYFS to Key Stage 1 and Key Stage 1 to Key Stage 2. Where pupils access mainstream lessons, their progress is reported in line with our reporting system. However, if subjects are taught outside of year group expectations additional reporting information will be provided.
- 6.2 Academic progress and progress towards the key objectives outlined in the EHC Plan is also recorded in the annual reviews.
- 6.3 We communicate progress of all pupils, including those with SEND, to parents/guardians by reports that are sent home each year on an eight week cycle. Additionally, progress evenings are held three times a year, when there is an opportunity to discuss progress, attainment and next steps for those pupils not making expected rates of progress. We also encourage email and telephone conversations.
- 6.4 The checkpoint reports and key assessment reports will show pupil progress against their target levels and RAG for Routines for Learning and prep. Our teams review the progress and attainment of all pupils and put intervention in place where needed. The effectiveness of the intervention is monitored by the next set of reports. We welcome the involvement of parents/guardians and want to keep them up to date and involved with their child's progress. Pupils with a Statement or EHC Plan are allocated a keyworker who will act as a point of contact for both pupil and parent and will oversee pupil's progress and the annual review procedure. We also provide information for parents through the website, newsletters and Facebook.

7. CURRICULUM ACCESS AND PROVISION:

- 7.1 Staff receive advice and training on how to support SEND pupils in accessing the curriculum and supporting progress. Work within lessons is differentiated, and teachers will adopt different teaching styles in order to support pupils. Where appropriate, a teaching assistant may also be deployed to enable the pupil to access the curriculum and develop strategies for independent learning.
- 7.2 Some pupils may have a bespoke timetable and small intervention groups may also be used to support pupils with low literacy or numeracy. Pupils are also able to access supported study after the school day. There is also a range of technology, which may be used by pupils within the classroom to support learning.
- 7.3 Pupil identified needs outlined in the EHC Plan are delivered during the school day as small group work or a one-to-one session.

8. TRANSITION OF PHASES

- 8.1 We support pupils moving between phases of education.
- 8.2 We want to ensure that transition is as smooth as possible for pupils, before they join us in the Reception year. The SEND and EYFS teams spend time carefully gathering information from all settings to discuss any additional needs including attending annual reviews of pupils with statements or EHC Plans. This helps to make sure existing needs continue to be met. The SENCO is available to discuss issued with parents at the new intake evening, new intake sessions and parents' evenings. Transition arrangements are bespoke to the pupil's needs and may range from the whole-school class swap or new intake session to a tailor-made programme.
- 8.3 Our approach to teaching is that all pupils, including those with SEND needs, should be able to access a curriculum which is appropriate for their individual needs. SEND pupils will be expected to make the same levels of progress as all other pupils. We closely monitor and evidence this. We will work in partnership with children, pupils, teachers, parents and, where appropriate, other external agencies, to ensure that individual learning needs are addressed within the context of the curriculum and part three of the individual's statement.

9. EXTRA-CURRICULAR

- 9.1 We have an extensive range of extra-curricular clubs including music, dance, sport and trips that are open to all pupils, including pupils with SEND. The extended school day and electives are also open to all pupils.

10. EMOTIONAL AND SOCIAL SUPPORT

- 10.1 We pride ourselves in providing a high level of intervention to support and guide pupils.
- 10.2 We have a wide range of staff to support pupils and to address additional needs they may have, including pupils with SEND. This includes class teachers, teaching assistants, Head of School and SENCO. The Head of School and SENCO have the responsibility for Looked After Children and Safeguarding who would support all pupils, including those with SEND, through the PEP meetings, social services and liaison with the Local Authority.

11. EXTERNAL SUPPORT

- 11.1 We work closely with a number of external agencies for example the Visual Impairment service, CAMHS, SALT, Autism Outreach, ADHD solutions, Educational Psychologists, SIDO, CAF, TAF, social care, school nurse, occupational therapists, physiotherapists and hearing impairment service to ensure that all pupils, including those with SEND, access the support services that are required on an individual basis.

12. TRAINING

- 12.1 We have a SENCO who is fully qualified with The National Award for SEN Coordination. They also manage interventions.
- 12.2 Training is provided to all staff, including teachers and teaching assistants, as the need arises. We have a comprehensive range of training sessions that are offered to all staff allowing opportunities to further develop skills. We have strong Career Professional Development (CPD) and actively encourage staff to further their professional development. Staff who are new to us follow an induction programme, which includes training and information on SEND.
- 12.3 We can also call up on the support from specialist organisations; from within the Local Authority as and when the need arises.

13. ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN

- 13.1 We ask parents to support their child and us by encouraging them to fully engage with their learning and any interventions offered, as well as:
- Initial visits to School.
 - Helping them to be organised for their day.
 - Attendance rated as good or outstanding (96%).
 - Completion of prep.
 - Attending progress evenings.
 - Attending annual review meetings for pupils with Statements /EHC Plans.
 - Checking and signing intervention reports where applicable.
 - Parental representation on the Governing body.
- 13.2 As part of our quality assurance procedure, the SEND provision is reviewed and parents/guardians are encouraged to complete and return the questionnaire. Parents are also encouraged to contact any member of the School.

14. ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE

- 14.1 Pupils are asked their views about their education annually by attending review meetings, and are encouraged to share all experiences with their keyworkers. Pupils are encouraged to take part in School Council, interview for prospective staff, regularly review their work in lessons, contribute to reviewing and reflecting on their learning and achievements and discuss checkpoint reports with keyworkers. All pupils complete a survey annually.

15. QUALITY ASSURANCE AND COMPLAINTS

- 15.1 All pupils, including those with SEND, are assessed on a regular basis, in accordance with our Assessment Policy. Teachers continually assess and review pupil progress and attainment informally with checkpoints and a key assessment is given once a year. All pupils with a Statement or EHC Plan have an annual review.

15.2 If parents/guardians have a complaint it should be directed in the first instance to the class teacher who may refer your concerns to a more senior member of staff if needed. Alternatively, parents/guardians may choose to contact the SENCO. If there continues to be cause for complaint, parents/guardians can address their concerns to the Executive Principal or Head of School, in line with the Federation Complaints Policy.

15.3 We have a quality assurance process that assesses the effectiveness of teaching and learning for all pupils, including those with SEND; the outcomes of these evaluations are used to create and implement transformation plans for all aspects of School life.

15.4 This policy should be read in conjunction with the following policies:

- Primary Pupil Admissions Policy.
- Federation Stakeholder GDPR Policy.
- Federation Supporting Students with Medical Conditions Policy.
- Federation Stakeholder Complaints Policy.