



SEND POLICY

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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 2023 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.

Pupils have positive relationships with staff and know they can share any worries. They say that teachers and other pupils help them if they do not understand something. Pupils with special educational needs and/or disabilities are well supported. Leaders ensure that there are robust processes in place to identify pupils' needs. Teachers adapt the curriculum to meet pupils' individual needs. Some pupils attend sessions to build their

emotional well-being. This help means they can focus on their learning in lessons.
(Ofsted Jan 2023)

- 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 (special educational needs and disabilities) 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 Education and Health Care Plan (EHCP) 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 Support System begins. 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.

STAGE APPROACH- supported by staff SEND handbook

Stage 1 – UNIVERSAL PROVISION

- The physical environment should be methodically organised, well defined and labelled and conducive to good listening and attention.
- Dyslexia friendly strategies are used - for example - white backgrounds are avoided when presenting information, careful consideration to font choices are made.
- Clear routines are maintained, supported by visual prompts and reminders.
- Multisensory learning is provided whenever possible.
- ICT is used to support learning.
- Clear language is used when giving instructions- supported by gestures and visual prompts
- A vocabulary rich environment with specific teaching of new vocabulary- with pre-teaching available and visual prompts to support key words.
- Growth mind set encouraged.
- Age appropriate visual timetables
- Reduce the need for copying from the board
- Visual prompts and scaffolds- use of working walls
- Modelled examples and modelled thinking time
- Physical/concrete resources when needed - e.g. pencil grips/seat wedges if needed and to support the teaching of abstract concepts.
- Clear expectations for all e.g. timed challenges (timers)- what the expectations are for independent times.
- Positioning in the classroom (peers and location) and flexible grouping
- Brain breaks - physical movement to break up the day.
- Clear and consistent boundaries with use of praise to reward appropriate behaviour and actions.
- Understanding of the sensory inputs within the classroom and how these may affect learners
- Quiet, reflection, calming space in the classroom to support de-escalation and regulation
- Positive relationships providing a sense of belonging leading to a calm and purposeful environment
- Carefully thought out and planned transitions within the school day and between classes
- Use of drama to explore some areas of English for example; inference, emotional literacy, justification of opinions
- Careful use of adult support
- Reference to progression document to ensure new learning is built on prior learning.
- Use of C-STEP when planning for PE (Communication- Space, Task, Equipment, People)
- KEEP UP SESSIONS **are part of** high quality first teaching for all and aims to correct any misconceptions and prevent these becoming embedded. E.g. Doctors surgery, AFL support (these should be logged in teachers planning/ doctors surgery book and if a child is a recurrent visitor to keep up sessions, further investigations/ strategies may be needed.

STAGE 2

Class Teacher identifies that there is a barrier to learning or an unmet need.

Class Teacher Gathers Information

- Build a holistic picture of the child- through observation and review of progress
- Discuss concerns with other adults in the classroom and Family at home- have they noticed a similar pattern of behaviour?
- Have they accessed a keep up group?
- Spoke to learner- used timetable RAG'ing, scaling

1) Implement a **CATCH-UP** programme- TARGETTED support and are to be used when a gap in learning is identified. A suitable intervention is then put in place. This intervention should be given for a fixed amount of time and a baseline measure taken. This assessment should then be retaken and the end of the intervention so progress/ success of the intervention can be seen.

e.g. Children unsecure in Phase 3 phonics identified through a baseline assessment. Phase 3 phonics is then retaught over a period of 6 weeks with the intervention repeated at the end.

e.g. Children unsecure in place value- use of age appropriate assessment from Pixl/White Rose- use of progression document to plan a 6-week intervention. Assessment retaken at the end.

e.g. Forest schools (see SEMH WAVED approach)

e.g. Sensory circuits (See Appendix 1)

STAGE 3

Teacher supported by SENCO – sharing of concerns/ reflection with SENCO

Solution focussed problem solving discussion to discuss next steps and targets

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period.

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 1.
- b) Limited progress made- repeat STEP 2.
- c) Limited/ No progress made move to STEP 3.

STAGE 4

STEP 3

Teacher and SENCO- discussion around concern/ further exploration

Further SENCO investigations- these may include SENCO observation, LASS, COPS, Boxall, BVPS, CHEXI, SDQ, Spence Anxiety Scale, WRAT/ WRIT, Scaling, Map the landscape.

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period. If three criteria met learners may added to the SEN register in discussion with HOS/ DHOS.

(Entrance criteria- diagnosis e.g. dyslexia, DCD, ASD, ADHD, ADD..., standardised scores of 84 or less, Step 2 completed, provision different from and additional two consistently applied over a period of two half terms/ 2 cycles of agreed period)

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 2.
- b) Limited progress made- repeat STEP 3.
- c) Limited/ No progress made move to STEP 4.

STAGE 5

Needs are still not being met/ ongoing concerns

Teacher/ SENCO → External Agencies

SENCO to seek advice from an external agency (including but not limited to EIP, SALT, SEMH Team, Occupational therapy, Paediatrician.....)

- o Reflect on possible next steps needed

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 3.
- b) Limited progress made- repeat STEP 4.
- c) Limited/ No progress made over a period of time or gap continuing to widen consider EHCNA.

STAGE 6 EHCP

Education and Health Care Plan

A legally binding document that states the provision that a learner should be receiving.

They will have their own personalised provision map - taken from their EHCP and created by the SENCO.

Class teacher and SENCO will meet to discuss how this provision will look in practice.

A target review sheet will be created and class teachers will make notes against these targets to inform reviews and provision.

An Annual Review will be held once every 12 months - paperwork will be co-ordinated by SENCO and class teachers will be asked to contribute to this.

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 IEP review reports that are sent home three times a year. Additionally, progress evenings are held during the school 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 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 adapted, 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. There is 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. Provision stated in the EHC Plan are delivered during the school day as needed. This might be through a small group or 1:1 or within a classroom, as needed.

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 EHC Plans. This helps to make sure existing needs continue to be met. The SENCO is available to discuss issues 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 swaps or new intake sessions 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, learning mentor, ELSA, Head and Deputy 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, SALT, Autism Outreach, ADHD solutions, Educational Psychologists, SIDO, CAF, TAF, social care, school nurse, occupational therapists, physiotherapists, SSP SEMH Link teacher 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 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, 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 an 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 Data Protection Policy.
- Federation Supporting Students with Medical Conditions Policy.
- Federation Stakeholder Complaints Policy.