



Cowling Community Primary School
Supporting Excellence In Education

**Policy for special educational
needs and disabilities (SEND)**



Agreed by governors FGB Autumn 2014

This policy is in line with the Code of Practice 2014.

Abbreviations used

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

[Cowling Community Primary School's aims and values](#)



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At Cowling Community Primary School our vision is that every child has a chance to shine. Our vision for children with special educational needs and disabilities is the same as for all children and young people- that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives (Foreword, Special educational needs and disability code of practice 2014).

School aims

- Our school is an outward looking, inspirational, imaginative, exciting place to learn where children's natural curiosity is stimulated.
- Our pupils become enthusiastic lifelong learners, in a fun, safe and happy school environment.
- Our children are motivated, forward thinking, aspirational pupils.
- Our school strives for excellence, challenging all to achieve their potential.
- Our children are healthy, confident and resilient individuals.
- Our pupils are friendly, trustworthy, respectful, caring and considerate to all.
- Our children value their physical and geographical heritage.

Objectives of the SEND policy

Cowling Community Primary School values the abilities of all its children, and is committed to providing, for each pupil, the best possible environment for learning. We recognise that many children may have additional educational needs at some time during their school life. In implementing this policy, we believe children will be helped to overcome their difficulties.

Philosophy

The school community believes that:

- All children are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff. All staff are aware of their role to identify, assess and monitor the progress of all pupils, including those with SEND. They are aware of those children in school who have SEND, and the nature of need and how best to meet their individual needs.
- Early and accurate identification is essential
- All children are entitled to an inclusive environment recognising that all children, including those with SEND, require access to a broad and balanced curriculum, which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.



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- There will be a flexible continuum of provision for pupils with SEND. Record keeping will facilitate, through continuous and staged monitoring, the identification and diagnosis of SEND leading towards the development of individual learning programmes.
- Parents will be fully involved, as partners, in the education of their child, drawing on their knowledge, views and experience.
- Pupils will be encouraged to give their views on what learning is like for them.
- Firm links with all outside agencies and educational support services is necessary.
- Firm links with secondary and special schools ensures identification and successful transfer of children with SEND.
- The welfare and safety of all children is paramount, including those with SEND, by undertaking appropriate risk assessments and identifying the safeguarding needs of individuals.
- Staff will be given appropriate training to allow them to meet a wide range of needs and to ensure they are able to implement the Code of Practice September 2014.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the pupil from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (SEND CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.



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Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of inclusion and SEN provision and arrangements for coordinating inclusion and SEN provision is as follows:

Roles and Responsibilities

The Role of the Governing Body and the SEN Governor will include:

SEN Governor Mrs Donna Robinson 01535 632198

- Appointing a SENCo, who is a qualified teacher and has achieved a National Award in Special Educational Needs
- Ensuring that provision of a high standard is made for SEND students
- Ensuring that SEN&D students are fully involved in school activities
- Having regard to the Code of Practice 2014 when carrying out these responsibilities
- Monitoring data with respect to vulnerable groups
- Being fully involved in developing, monitoring and subsequently reviewing SEND policies
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.

The Role of the Headteacher will include:

Headteacher: Mrs Susan Marshall 01535 632198

- The day-to-day management of all aspects of the School including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo
- Ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education



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The Role of the SENCo

SENCO: Mrs Dawson 01535 632198

The SENCo will carry out their role in line with the recommendations in the SEN Code of Practice 2014 and work alongside the Headteacher and Governing Body to determine the strategic development of this policy.

Other responsibilities will include:

- Overseeing the day-to-day operation of the school's SEND policy
- 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 Headteacher and Governing Body 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 children with SEND up to date

The Role of the Class Teacher

Monitoring and evaluating the progress of all pupils, including those with SEND, is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management.

Other responsibilities will include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo, develop provision maps for SEND students
- Working with SEND students on a daily basis to deliver the provision map targets within differentiated planning.



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- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy.
- Ensuring that all children are fully included in all class activities and the full life of the school.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are available so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform their school offer. This is published on the school website.

Teaching children with SEN is a whole-school responsibility.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.



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- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, CoP 2014.

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (draft CoP 2013). Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Forensic analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Annual financial returns (e.g. part 7).
- Completion of statutory functions by the SENCo related to referral for education, health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM).
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

The Governing Body will monitor and evaluate the school's performance, please refer to their Roles and Responsibilities.

Formulated: 18.09.2014

Approved by governors FGB 30.9.14

Renewed by governors October 5th 2015

Review date October 2016