

Cromwell Academy
Special Educational Needs & Disabilities Policy and Guidance

Definitions of Special Educational Needs and Disabilities (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.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 6.1 and 6.2 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2014
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2016/2017)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012 (Introduction updated June 2013)
- This policy was created by the School's Governors following the reforms in the SEND Code of Practice 0 – 25 (January 2015)

OUR PHILOSOPHY

We value the individual and seek to enable everyone to achieve his or her full potential. We believe that children with SEND should have their needs fully met and be offered complete access to a broad, balanced, inclusive and relevant education.

OUR AIMS

At Cromwell Academy we aim:

- To enable every pupil to experience success
- To promote individual confidence and a positive attitude
- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To identify, assess, record, and regularly review pupils' progress and needs
- To involve parents/carers in planning and supporting at all stages of their pupil's development
- To work collaboratively with parents/carers, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

OBJECTIVES

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work within the guidance provided in the SEND Code of Practice 2014.** The new guidance sets out the ways in which we support children and their parents/carers.
- **To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and after school clubs.
- **Provide support and advice for all staff working with special educational needs pupils.** Staff receive support and training to help them to understand and support the needs of the children in their care.
- **Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.** Some of these services include the Specialist Teaching Team Service (STT), Educational Psychology Service, Speech and Language Therapy Service and Children and Adult Mental Health Service CAMHS.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil’s needs are identified by considering the needs of the whole child, this will include not just the special educational needs of the child, but other needs too.

<i>Area of Need:</i>	<i>Examples of difficulties</i>
1. Communication and interaction	Speech, Language and Communication Needs Autistic spectrum disorder (ASD) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties Specific learning difficulties e.g. Dyslexia
3. Social, Emotional and Mental Health Difficulties	Challenging, disturbing or difficult behaviour Attention Deficit Disorder Attention Deficit Hyperactivity Disorder Attachment Disorder Depression
4. Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

A GRADUATED RESPONSE TO SEND

The Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators 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/carers 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. Parent's/Carer's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the 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. 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 actions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

When deciding whether to make Special Educational Provision the teacher and SENDCo consider information about the pupil's progress alongside national data and expectations of progress. This data includes formative assessment at benchmarking points, ongoing termly teacher assessment and early assessment materials. Teachers and the SENDCo refer to 'Levels to trigger a referral to the SEND Register' to inform the decision.

Plan

The child will be placed on the SEND register and their needs will be planned for in a meeting with the class teacher, pupil and parents/carers, when an Individual Education Plan (IEP) will be written and the pupil's needs planned for. This could involve small group work, the use of supporting materials such as pencil grips or writing slopes or seeking advice from external agencies and professionals. Child friendly targets will be written as part of the IEP.

Do

The arrangements decided at the planning meeting will be carried out. If outside agency support is required, this will be discussed with the SENDCo. The teacher will plan to ensure that the pupil has opportunities to address their targets on a weekly basis and the teacher will record the outcome of this. This evidence is monitored by the SENDCo.

Review

Following termly assessments the SENDCo and class teacher will consider whether the pupil needs to remain on the SEND register or not. The IEP targets will be reviewed termly by the teacher, pupil and parents/carers. The pupil will then either be removed from the SEND register (if they have met the exit criteria) or new targets will be written together with the pupil and parents/carers, beginning the cycle again.

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

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/carer. 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 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 including:

- Parents/Carers
- 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/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County 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/carers will be involved developing and producing the plan.
- Parents/carers 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.
- 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/carers 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.

Children who currently have a Statement of Special Educational Needs will gradually transfer to an EHC Plan with the aim that all children will have transferred by 2018.

THE ROLE OF THE PARENTS/CARERS

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their full potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents/carers of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

THE ROLE OF THE CHILD

Children and young people with SEND often have a unique knowledge of their own needs and their views about what help they would like to make the most of their education will be sort. They will be encouraged to take part in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

THE ROLE OF THE TEACHER

- Meeting with the SENDCo at least three times a year to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion;
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents/carers of pupils with SEND to plan and set targets;
- writing, reviewing and collecting evidence for IEPs;

Teaching Assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

THE ROLE OF THE SENDCO

The SEND Co-ordinator is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers.
- Managing Learning Support Assistants.
- Overseeing the records of children with SEND.
- Liaising with the parents/carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with outside agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Our SENDCO is Lauren Blyth

THE ROLE OF THE GOVERNORS

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

Our Governor with responsibility for SEND is Roger Worgan

THE ROLE OF THE HEAD TEACHER

The Headteacher, Mrs Stephanie Baldwin, has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

CHILDREN WITH ENGLISH AS A SECOND LANGUAGE (EAL)

The identification and assessment of the special educational needs of children with English as a second language requires particular care. Where there is uncertainty about an individual child the teachers will look carefully at all aspects of the child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language being used or are due to SEND. (See Policy and Guidance for EAL.)

INCLUSION FOR ALL

Our Statement of Purpose for Cromwell Academy states that we strive for '*Committed to Achieving*'. At Cromwell Academy we all strive:

- To develop positive experiences and memories for the whole school community.
- To celebrate and embrace diversity through equality for all our children, families and wider community.
- To work in partnership to develop happy, confident, independent children with an enthusiastic and creative attitude to learning.
- To foster strong relationships through respect, trust and teamwork so that our children can thrive and achieve.

Our aims apply to all children and adults within our school – regardless of their age, gender, ethnicity, attainment or background. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to children with SEND within our school.

The National and Cromwell Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;

- overcoming potential barriers to learning and assessment for individuals and groups of pupils; providing other curricular opportunities outside the Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy, occupational therapy, etc.)
- ensuring that all curriculum policies make reference to inclusion.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

We aim to create positive learning environments in which:

- The contribution of all children is valued.
- All pupils can feel secure and are able to contribute appropriately.
- Stereotypical views are challenged and children learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

ADMISSION AND INCLUSION

The SEND Code of Practice reinforces our commitment to inclusion:

We admit pupils with already identified special educational needs, as well as providing for pupils not previously identified as having SEND.

For admission we treat children with special educational needs but without statements as fairly as all other applicants based on the LA's admission criteria.

We admit all pupils with a Statement of Special Educational Need or Education and Health Care Plans where the parent/carer identifies our school as their preferred choice. Only in exceptional circumstances where the 'child's inclusion would be incompatible with the efficient education of other children' (SEND Code of Practice Para 1.36) may the parental wish be refused.

EVALUATING SUCCESS

We evaluate the success of our SEND Policy and Guidance in a number of ways:

By ensuring that:

- the culture, practice, management and deployment of resources in a school are designed to ensure **the needs of all children are met**;

- any child's SEND are identified early;
- best practice is exploited when devising interventions;
- the wishes of the child are taken into account;
- educational professionals and parents work in partnership;
- interventions for each child are reviewed regularly.
- Individual Education Plans are reviewed with parents/carers and child termly.

If we are successful we hope that:

- standards (measured by, for example, SAT results, Optional SAT results, P Scales) will improve generally across groups of pupils with identified SEND;
- there will be a reduction in the total number of pupils requiring a graduated response;
- an increased number of pupils will be discontinued at the School Action Stage;
- an increased number of pupils will have Statements of Special Educational Needs discontinued;
- an increased number of pupils will move from School Action Plus to School Action

At all times, our aim is to maximise the potential of all our children, whatever their needs. We work closely with parents to ensure this happens.

If parents/carers feel this close liaison has not worked, or they feel that we have not dealt with a Special Needs issue thoroughly enough, we have an official Complaints Procedure. Naturally we hope to be able to resolve problems by discussion within school. However, where concerns cannot be resolved locally, the formal Complaints Procedure can be initiated (see Complaints Procedure Policy).