

# **Cookridge Primary School Special Educational Needs and Disability Policy 2023 -2024**



*Reviewed by governing body - September 2023*

*Review – September 2024*

*The SEND Policy will be published on the school website.*

*‘Together We Achieve the Extraordinary’*



# Cookridge Primary School Policy Document

## Special Education Needs and Disability (SEND)

### 1. Introduction

We want every one of our pupils and members of staff to enjoy coming to Cookridge Primary School and for all of us to try our very best in everything we do. We aim to help everybody gain the knowledge, skills and habits that can lead to a happy and successful life, both now and in the future.

We summarise these aims as:

**“Together we achieve the extraordinary!”**

In addition to this we have a commitment to the **removal of barriers and promotion of their independence in learning and all aspects of school life** for all pupils but in particular for pupils with special educational needs including disabilities.

All pupils have the right to receive high quality relevant education. Support at Cookridge Primary School will be provided which encourages independence and supports the achievement of personal best. Support will be negotiated for pupils, such that they are provided with experiences to enhance their life skills, experiences and outcomes to have a happy and successful future. All our pupils have the right to a broad curriculum that meets their needs; every teacher is a teacher of SEND.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 for ages 0 - 25 and should be read in conjunction with the following guidance, information and policies:

- Behaviour Policy
- The school’s SEND information/offer on the school website
- The LA Guidance – ‘Children & Young People with SEND; Guidance – School Based Support’
- Medicines in School Policy
- Child Protection Policy

In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been co-produced with: pupils, teachers, SENDCo, Senior Leadership Team and Governing Body (SEND Governor).

### 2. Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if she, he or they have defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be in terms of cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical. Some pupils may have more complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.



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### 3. Contacts

#### Headteacher

Lynne Hunter

Telephone: 0113 386 2500

#### Deputy Headteacher

Ben Kerr

Telephone: 0113 386 2500

#### SENDCo

Chloe Kerr and Andy Maldonado

Telephone: 0113 386 2500

#### Assistant to the SENDCo

Claire Wilson-Hill and Amber Barnicoat

Telephone: 0113 386 2500

### 4. Long Term Aim of this Policy

#### Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (assess, plan, do, review model).
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To promote the inclusion and participation of students with SEND in all aspects of school life, fostering a sense of belonging and self-esteem.

#### 4. Identification of SEND

Classroom and subject teachers are at the heart of the new SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENDCo and specialist staff.

The classroom teacher should:

- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.



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- ▶ **Focus on outcomes for the young person:** Be clear about the outcome wanted from any SEND support.
- ▶ **Be responsible for meeting special educational needs:** Use the SENDCo strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- ▶ **Involve parents/carers and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress through meetings or telephone conversations.

Where your child already has identified SEND prior to joining Cookridge Primary School, you will be invited to discuss your child's needs with the SENDCo and your child may have additional visit(s) to the school, to support effective transition.

At Cookridge Primary School all pupils are monitored regularly in terms of educational progress through a rigorous assessment process involving termly pupil progress staff meetings. The information collected from assessments is used to plan effectively for the next steps in the children's learning. Parents and/or carers are invited to two consultation meetings per year with the class teacher and up to three consultation reviews with the SENDCo and where concerns arise at other times, parent/carers are able to meet with class teachers, Key Stage Leaders and the SENDCo on request. Parents/carers of pupils with an Education and Health and Care (EHC) Plan may be invited to formal review meetings during the school year which may be done virtually. Pupils with an EHCP will have frequent communication between home and school, to ensure there are opportunities for discussion at home with regards to the child's day, especially achievements.

### **The Code specifies four broad areas of need: -**

- Communication and Interaction
  - Speech and Language including Autism Spectrum Disorder
- Cognition and Learning
  - Reading, Writing, Maths
- Social, Emotional and Mental Health
- Sensory and/or Physical
  - Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Difficulties

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Child Looked After, health and welfare, being in receipt of Pupil Premium, Disability.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns parent/carer(s) and/or the school may have with regards to a behavioural need would form an underlying part of a wider need which would be supported via the school's Behaviour Policy or within the social, emotional and mental health area of need.



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### 5. A Graduated, Whole School Approach to SEND Support

Class and subject teachers are accountable for the progress and development of children and young people in their class. Teachers have the overall responsibility of ensuring that the curriculum will be differentiated in an inclusive way. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

The aims of our Special Educational Needs and Disabilities Policy are to ensure that:

- We identify and assess children with SEND as early as possible including those at risk of underachievement.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation with a balanced and broad-based curriculum in a way that supports children with SEND.
- Records relating to children with SEND follow the child through school and are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through continuous professional development.
- We work in partnership with parents and carers.
- The school, in collaboration with parent/carer(s), may place a pupil on SEND register at SEND Support.
- We maintain close links with support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their school career.
- There is appropriate support and resources in place for those pupils with SEND.
- Young people with SEND and those with an EHC Plan are given priority in terms of admissions.

#### **The process by additional provision is needed and the pupil being placed on SEN Support: -**

A member of teaching staff is responsible for differentiating resources and looking to make the learning experience inclusive. If a member of staff, parent or pupil raises concerns about a potential special educational need the SENDCo will use a range of information (alongside national expectations of progress): formative assessments; assessment materials; specialised assessments from external agencies to assess the learning SEND difficulties a pupil may be facing. Throughout this process the pupil and their family will be regularly consulted and their views sought and acted upon.

Every pupil on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. IEPs and Personalised Timetables will be used if a child / young person's needs are more complex to record outcomes, provision, resources and strategies in place.



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### Overview of the support process at Cookridge Primary School: -

Action	Who is?	What is involved?	Next Steps
<b>Differentiation / concerns</b>	The class teacher is responsible for differentiating work for all pupils. Formative and summative assessments are completed regularly and are used to inform decisions as to whether gaps in progress are being closed.	The teacher plans for the differentiated activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. Teachers are expected to assess-plan-do-review, the learning experience for each pupil with SEND.	If, after the observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register at SEN Support is considered. The teacher(s) responsible for the child informs the SENDCo of the concern and fills in a SEND cause for concern form. A response to the cause for concern form would be expected within two teaching weeks.
<b>SEN Support</b>	The SENDCo may request advice from an external agency if school require additional support. The pupil moves to SEN Support, and parents will be informed when this has happened. When applicable an Individual Education Plan is devised from the additional guidance e.g., from external agencies and is agreed with parents/carers. This would be completed in most cases within half a term. The teacher(s) involved deliver(s) the plan of action.	When applicable, the Individual Education Plan is implemented in the classroom using the strategies and additional/different resources suggested. Support at home is also considered. The Individual Education Plan is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all parties involved will consider contributing evidence to support a request for an Education, Health Care Plan. The process for an EHC should in most cases be completed within 20 weeks.

Some children and young people on the SEND register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant



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and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

### Roles and Responsibilities:

Cookridge Primary School recognises that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Staff	Summary of Responsibilities
<b>Headteacher</b>	<ul style="list-style-type: none"><li>• Allocate roles and responsibilities to staff so that special needs are met.</li><li>• To ensure that the needs of SEND children are met within the school.</li><li>• To report to governors on the needs of the SEND children in her care.</li><li>• To delegate the organisation of review meetings to the SENDCo.</li><li>• To allocate resources made available with maximum efficiency.</li></ul>



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<p><b>The SENDCo</b></p> <p><b>Mrs C Kerr</b></p>	<ul style="list-style-type: none"> <li>• To liaise with staff, support services, parents/carers and pupils.</li> <li>• To monitor the needs of SEN children together with the Headteacher and class teachers.</li> <li>• To manage all aspects of FFI funding and ensure that children with SEN are identified and appropriate funding secured to support their learning.</li> <li>• To establish staff and resource requirements to meet the needs of pupils with SEN, advise the Headteacher, senior management team and governing body of likely priorities for expenditure and to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.</li> <li>• To lead the annual review of the Special Educational Needs Policy.</li> <li>• To ensure that there is quality teaching for all SEND children throughout school.</li> <li>• To oversee the day-to-day operation of the school's SEND policy.</li> <li>• To assist with and advise on the teaching and assessment of children with SEND.</li> <li>• To organise annual and termly reviews. This may be done virtually</li> <li>• To ensure Individual Education Plans are written and reviewed termly.</li> <li>• To ensure that provision for pupils with SEND is mapped.</li> <li>• To ensure that the impact of SEND interventions is assessed for each pupil.</li> <li>• To give advice on the level of support and on appropriate resources and strategies to support learning.</li> <li>• To ensure that the school's SEND register and provision map is updated regularly.</li> <li>• To meet with parents/carers and pupils to discuss and support needs and progress virtually.</li> <li>• To work in conjunction with the class teachers.</li> <li>• To manage support staff in terms of overall direction.</li> <li>• To lead on SEND in school as part of CPD as appropriate.</li> <li>• To keep skills updated by reading, researching and attending training on SEND and appropriate related training.</li> <li>• To hold or work towards holding a PG Cert SENDCo certificate.</li> </ul>
<p><b>Class Teachers</b></p>	<ul style="list-style-type: none"> <li>• To identify the Special Educational Needs of individual children in their class.</li> <li>• To know the pupils in their class who are on the SEND Register.</li> <li>• To maintain a SEND file for their class reflecting this information for each individual child on the school's secure network.</li> <li>• To write individual education plans for pupils with an EHCP and receiving wave 3 intervention.</li> <li>• To provide a detailed record of the IEP targets and the strategies</li> </ul>



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	<p>adopted and their relative success for each child with special needs.</p> <ul style="list-style-type: none"> <li>• To direct TAs on a daily basis to ensure that the quality of learning for all pupils in their class is good or better.</li> <li>• To deploy TAs so that IEP targets are met to ensure that the Headteacher, SENDCo and other colleagues are aware of children's needs.</li> <li>• To provide learning experiences which are appropriate to the needs of the child.</li> </ul>
<p><b>Support staff – under the guidance of the class teacher</b></p>	<ul style="list-style-type: none"> <li>• Carry out activities and learning programs planned by the class teacher and the SENDCo.</li> <li>• To assess SEND pupil progress on a daily basis and communicate this with the class teacher.</li> <li>• To keep records of assessments as requested.</li> <li>• To support children in class, as individuals or small groups.</li> <li>• To work with the class teacher in meeting the Pupil Passport targets, understanding the pupils' achievements and the next steps.</li> <li>• To be fully aware of the school's SEND policy.</li> </ul>
<p><b>SEND Governor</b>  <b>Elio Biondo</b></p>	<ul style="list-style-type: none"> <li>• A named governor to have responsibility for the implementation and monitoring of the SEND policy.</li> <li>• To have up to date knowledge about the school's SEND provision, including funding.</li> <li>• To know how equipment and personnel resources are deployed.</li> <li>• To ensure that SEND provision is an integral part of the School Improvement Plan.</li> <li>• To ensure that financial resources are available to carry out the SEND policy.</li> <li>• To ensure the SEND policy and provision is subject to a regular cycle of monitoring, evaluation and review.</li> <li>• To liaise with the Headteacher and SENDCo.</li> </ul>

### 6. Criteria for Exiting the SEND Register

Young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in conjunction with members of school staff, when pupil's progress is reviewed during scheduled meetings. Parent/Carer(s) will be invited to review meetings during the academic year with the SENDCo and Class Teacher (when available) and discussions around provision take place. If a child will be exiting the SEND register parents/carers will be informed via a letter.



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### 7. Supporting Pupils/Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our School Offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements/policy (which is available on each school's website)
- Our links with other agencies (information is on the website)
- Our transition arrangements (will be led by Mrs Kerr and Mr Maldonado - SENDCo)
- Our school policy on managing medical conditions of pupils (which is available on the school website)

### 8. Supporting pupils at School with Medical Conditions

At Cookridge Primary School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice 2014 will apply.

Pupils with a medical condition will be supported to manage their condition within the school setting, such that it does not have an adverse impact on the progress they make. The school's Managing Medical Conditions Policy will be followed.

### 9. Well being support for pupils with SEND

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of pupils having high self-esteem in order to achieve positive well-being. The class teacher has responsibility for the pastoral and social care of every child in their class, therefore this would be the parents first point of contact. If further support is required the class teacher can liaise with the Family Support and Attendance Manager or SENDCo/Inclusion Manager for further advice and support.

### 10. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. When assessing the SEND provision in school the views from all parties, pupil monitoring data and any other available information will be used to inform the assessment of the area. A draft report will be written and then a meeting will take place between the SENDCo, SEN Lead Governor, and Headteacher to discuss the effectiveness of the SEND provision in school. After the meeting the report will be updated and the identified areas to develop will be used to formulate the key goals for the following school year's development plan for SEND.



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### 11. Resources

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element	Funding
Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU).
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

### 12. Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in the SEND office in a locked cabinet. Each class will have a SEND file with relevant documents to ensure they have accurate and up to date knowledge about a child with SEND. It is the class teacher's responsibility to ensure these are kept up to date. All documentation is kept in school until the student leaves the school. Once a student has joined another educational establishment all the documentation will be transferred to the relevant institution.

### 13. Reviewing the Policy

We will review the SEND Policy annually.

### 14. Dealing with Complaints

The school's complaints policy and procedures are detailed on the website. If you have a complaint about the school, please contact Mrs. Kerr and Mr. Maldonado (SENDCo). If you wish to make a complaint, please put this complaint in writing addressed to the SENDCo, Mrs. C Kerr and Mr. Maldonado. The complaints procedure is available on the school's website and will be followed by the school. If your concern is not related to Cookridge Primary School, please contact the relevant organization directly.

### 15. Bullying

We have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.



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At Cookridge Primary School we are aware that incidents can occur in school or out of school that can have an effect on a child's general well-being. In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. For our policy to work; Pupils will be willing to tell a member of staff if they feel they are being bullied. All pupils will have a happy and safe learning environment. Parents/carers will feel they can approach school if they have concerns for their child. Your first point of contact will be your child's class teacher, followed by the Key Stage Leader and then a member of the Senior Leadership Team, including the SENDCo. The views of pupils are regularly sought and parent/carers are involved in collaborating to ensure that pupils with SEND are supported effectively.



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## 16. Appendix 1 – SEND cause for concern form.

### SEND CAUSE FOR CONCERN FORM

Please complete this form with as much detail as possible and return to the SENDCo

Name of Pupil.....

Class.....

DOB.....

**1 Please tick which area/s of SEN is/are of concern for this pupil**

- A Cognition and Learning
- B Social, Emotional and Mental Health
- C Communication and Interaction
- D Sensory and/or Physical Needs

**2 Briefly explain how you have differentiated the work for this pupil.**

**3 Briefly explain what difficulties they are experiencing in accessing the curriculum.**

**4 Please detail any other factors which might be relevant e.g. Discussion with parents/carers, issues at home.**