



| The Cam Academy Trust EHPS SEND POLICY | |
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| Recommended by Compliance Committee | 25 August 2020 |
| To be reviewed: | Every two years or as appropriate |
| Date of next review: | August 2022 |
| Responsible Committee | Compliance Committee |
| Category – 2 | Version 2 |
| Adopted by EHPS LGB | 25 TH August 2020 |

THIS POLICY HAS BEEN REVIEWED TO COINCIDE WITH THE FULL RETURN TO SCHOOL IN SEPTEMBER 2020, FOLLOWING AN EXTENDED PARTIAL LOCKDOWN DURING COVID 19.

ALL TEACHERS AND SUPPORT STAFF ARE CONSCIOUS THAT THE FULL RETURN WILL AFFECT DIFFERENT CHILDREN IN DIFFERENT WAYS, AND SOME CHILDREN WILL FEEL UNSETTLED AND PERHAPS WORSE. IN SUCH INSTANCES THEY WILL BE SUPPORTED WITH UNDERSTANDING AND SYMPATHY.

NOTWITHSTANDING, OUR EXPECTATIONS OF BEHAVIOUR AND ADHERENCE TO THIS STATEMENT WILL BE POSITIVELY REINFORCED, DESPITE THE CHANGES IN WORKING PRACTICES AT THE SCHOOL.

This policy reflects DFE and Academy Trust Framework for the SEND Policy from 27th July 2020.

Our definition of Inclusion

Inclusion does not mean 'everybody doing the same thing at the same time.'

Inclusion means meeting the individual learning, social emotional and health needs of individual children and supporting them to 'be the best they can be.'

Our commitment to children with SEND

We believe that every child deserves the same chances and opportunities in life. Here at Everton Heath Primary all staff are committed to ensuring that every child grows, learns and enjoys school.

We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities and after school clubs and trips.

We have high aspirations for all our children and want them to be independent, engaged learners who have high self esteem.



The SEND Code of Practice

All schools must adhere to the SEND of Practice, 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document guides all our practices and policies on how we meet the needs of children with SEND.

Our SEND local offer

If you are a parent, or child, you may find our SEND local offer useful: it explains this policy and our practice.

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/134/about_the_local_offer

What is a Special Educational Need (SEN)?

A child or young person has a SEN if they have a learning difficulty or disability which calls for additional or different educational provision.

This may mean that s/he has a significantly greater difficulty in learning than the majority of other of the same age.

The code of practice (2015) describes four broad areas of need. We have provision to manage and support pupils with needs in each of these categories.

The four broad areas of need, as defined by the SEND Code of Practice are:

- **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

The autistic spectrum comes under this area of needs; children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more of the aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. These children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and / or physical needs**

Children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What is a Disability?

Many children and young people who have SEN may have a disability.



This is 'a physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day to day activities.' (Long term is defined as a year or more).

This definition includes sensory impairments such as those affecting sight or hearing, and long –term health conditions such as diabetes, epilepsy and cancer.

Children with such conditions do not necessarily have SEN. Where a disable child requires special educational provision they will also be covered by the SEN definition.

Identification of extra support or SEN

We may already know that a pupil needs extra support or has a special educational need. For example:

- If s/he has come from a previous school or a pre-school who has passed on information.
- If s/he has seen an outside agency such as a speech therapist who may have passed information to us.

It may be that we identify an SEN ourselves:

As the children are assessed regularly throughout the year and progress in reading, writing and maths are tracked at Pupil Progress meetings; teachers may notice that a pupil is not making expected progress. This may highlight the pupil needs extra support.

Or it may be that is it the parent who has the concern.

We have clear channels to follow:

1. The teacher will discuss the concern with the parent. Or vice versa, the parent may bring up their own concern with the teacher.
2. The teacher will raise a concern with the SENDCo (using the Raise a Concern format)
3. The SENDCo may follow this up with observation or further assessments.
4. The SENDCo and teacher will decide on a course of action e.g. more small group intervention, different strategies and /or additional resources to be used.
5. This may mean that the pupil needs a learning support plan (Stage 1 or Stage 2) which will be shared with parents, usually at parents' evenings. The pupil may be added to the SEND list.

If, after a period of time, we find that this course of action is not making an impact on the pupil's learning, then we may decide to make further referrals to outside agencies, for example specialist teachers. This will be shared and discussed with parents before this takes place.

In order to ensure the pupil is receiving the right levels of support, it is vital that we follow the 'assess, plan, do review' cycle. There is a separate document to explain this (please see Appendix 1).



SEND Register

When a pupil requires additional support or differentiated resources, curriculum and / or intervention (beyond the usual amount of differentiation a class teacher provides for all their pupils) then they are usually considered to have a special need.

Children with special educational needs and disabilities are included on our SEND list. This is a working fluid document that changes regularly depending on the needs of the children.

It is updated termly following Pupil Progress meetings, and then distributed to all staff (pupils can be added at any point throughout a term).

All children on this list are under the umbrella of SEN support – depending on their level of need this may mean that they receive internal support from the school and / or external support from other services such as specialist teachers and speech therapists. This support is reported on the class reasonable adjustments forms and listed on the pupils SEND plans.

How is learning assessed and reviewed

All children are included in our assessments and tracking throughout the year. The children's progress is monitored through pupil progress meetings every term.

- The school tracking system is target tracker. This is reviewed half termly throughout the school. The SENDCo will use this to track the progress and attainment of pupils with SEN.
- It may be that some of the children are not attaining at the same rate as the other children, so target tracker is not appropriate for them. In this case we use P scales to track their progress

<https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

- We may also use the Autism Education Trust Tracking system for pupils on the Autistic spectrum. This tracks areas of learning outside of the curriculum such as social communication and interaction.
- Provision maps: These map out the support in class and any additional interventions outside of the classroom. They are reviewed and updated termly after pupil progress meetings.
- Learning support plans. These are documents that can be accessed by all staff supporting a pupil. These are kept in a coded access site. These outline the targets for a term or half term and how these targets can be supported at home and how they are supported at school. They are shared with parents at parents evening or separate meetings can be booked.

- Children with a statement or EHCP (Education Health and Care Plan) will have all of the above as well as an annual review where all the professionals involved in supporting the pupils are invited to discuss and review their progress

We have some assessments in school. We may use these to check if a pupil has a specific need, for example we would use Dyslexia and Dyscalculia screeners.

These may be used to see if a pupil has signs of these specific needs (they are NOT a diagnosis however).

We have a number of assessments that can pinpoint a child's 'age' in spelling and reading. We have a number of assessments regularly to indicate whether a child is working well below their expected age. From these we can see if they will need support targeted at this.

We use these assessments as baselines and exit points to measure how much progress a pupil has made over a given period of time or from a given intervention.

Support

There are three 'levels' of support for children with SEND.

Universal: Firstly, it is important that ALL children receive high quality teaching.

Children at EHPS take part in carefully planned and differentiated guided groups with a teacher and a TA on a regular basis.

This means teaching can be tailored to individual needs. Within this, teachers may address a learning need with specific resources such as visual prompts, Numicon (a maths resource) or a dedicated learning space.

Targeted: If we feel that a pupil needs more beyond the high quality teaching, then we



will implement interventions and additional resources. Examples of interventions we might use are : Lift off for language, Extra group Reading, Maths times tables practise, Pre-Teaching and Catch Up groups that are directly targeted at individual needs.

Specialist: It may be that a pupil under SEN Support needs more focused one-to-one time to support them with specific targets or areas of need. This will usually take place with the class teacher, around three times a week for 10 -15 minutes; for example to do some 1-1 reading, Sounds - write, Handwriting, or specific number work targeted at the pupils need.

It is important to note here, that interventions are intended to enhance children's learning and increase their progress; bearing this in mind, it is important to us that children do not miss out on high quality teaching in Maths and English, so children are not usually taken out of class during these times.

Another important point about our interventions is that they are not simply for educational difficulties. We know that there are social and emotional special needs and we aim to tailor learning to address the overall well-being of the children. Sometimes our interventions are aimed at those with social and emotional needs so that we can better support their learning; examples of this is our weekly Nurture Club. These interventions are often run by our HLTA and Mental Health and Well-Being First Aider, Mrs Amanda Webb.

Education and Health Care Plans (EHCP)

Some children need an extra level of support when they are not making an adequate level of progress despite a high level of support. These children may be entitled to an Education and Health Care Plan (EHCP). This provides a budget for a specific child to be spent on support for him/her. These can be in place until the child turns 25 years old.

We have to apply, and submit evidence, to the Local Authority Statutory Assessment Team (START) for an EHCP and the child must have proven support from school and outside agencies in place. START then make a decision about whether the child's needs can be met from the



resources normally available to school or if s/he needs further budget and support. Please see the information on the SEND page of our website for further information.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be Recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. SEND provision will:

- Close the attainment gap between the child and their peers
- Prevent the attainment gap from growing wider
- Match or better the child's previous rate of progress
- Ensure full access to the curriculum
- Demonstrate an improvement in self-help or social or personal skills
- Demonstrate an improvement in the child's behaviour

Who provides the support

First, and foremost, it is the child's class teacher who supports them. S/he will be the



first point of contact for parents. Class teachers are responsible for differentiating the curriculum to meet individual need, deciding which interventions are appropriate and ensuring they take place and writing and implementing Learning Plan targets. They will follow the Assess, Plan, Do, Review cycle through Pupil Progress meetings and devising Learning Plans.

Teaching Assistants. There are teaching assistants attached to each Key Stage who are able to support children in class, in interventions and one-to-one if this is what is needed. They keep records of when the intervention takes place and the outcomes of these sessions.

The SENDCo (Anna Rumbles) and HT (Aileen Russell) are responsible for the overall monitoring of education for children with SEN and ensuring that the SEN policy is implemented across the school.

The Family and Inclusion Lead is Aileen Russell

The SEN Governor is Barbara Hutchinson and her responsibility is to ensure the implementation of the SEN policy across the school and to be informed of the education of all children on the SEND list.

Staff training

Training is arranged depending on current needs. Teachers and TAs may attend courses aimed at improving knowledge of specific needs and improving support for the children with those needs.

In house additional needs and Inclusion training can be provided through staff meetings. Staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Leadership Team will ensure tailor made training where this is appropriate.



The SENDCo and Headteacher keep up to date with developments through local meetings and training. Mrs Anna Rumbles is currently working towards the National SENDCo Award.

Outside Agencies

There are a number of Outside Agencies from which we can request support for individual pupils. In order to request their support, we often have to prove what interventions are already in place. When we make an application for support these often go to a panel who will decide if the children meet certain thresholds they have in place.

We must always have parental support, involvement and consent for

these referrals. Outside Agencies include:

Educational Psychologist; Speech and Physiotherapists; School Nurse and

Consultant Paediatrician

Appendix 1

Assess, Plan, Do, Review Cycle

A Graduated Response to SEN

All children must have access to high quality teaching. This is assessed regularly and if necessary the following cycle is developed.

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| Identify | <ol style="list-style-type: none"> 1. Share the concern with parents and share that you will be passing concern onto the SENDCo. 2. Raising a Concern form to be passed to SENDCo (please include levels/baselines) |
| Assess | <ol style="list-style-type: none"> 1. SENDCo will complete a Raising a Concern Follow Up. This could involve: <ul style="list-style-type: none"> ○ An observation ○ A meeting with staff involved with pupil 2. Baselines may be assessed e.g. <ul style="list-style-type: none"> ○ Reading, spelling, vocabulary and/or number age |

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| | <p>oDescriptors e.g. Speech and Language, Social Communication (with parental permission)</p> <p>5. Use of diagnostic tools e.g. Dyslexia Screener</p> |
| Plan | <ol style="list-style-type: none"> 1. The SENDCo and class teacher will write an action plan, and possibly a Learning Plan for that pupil. Set a time limit in order to measure progress. 2. Share the action plan and/or Learning Plan with parents and get consent for any referrals/starting an EHA. 3. The pupil will be added to the SEND Register |
| Do | <p>Action the Action Plan/Learning Plan:</p> <ul style="list-style-type: none"> • Ensure pupil receives appropriate interventions • Employ any appropriate additional resources • Use appropriate differentiated planning or strategies |
| Review | <p>When time limit is reached, review progress compared to the baselines. This could be:</p> <ul style="list-style-type: none"> • A discussion between teacher and SENDCo. • An observation by the SENDCo. • Checking the pupil's work/learning/levels. • Repeating assessments and comparing against the baselines. <p>If no progress has been made from actions, then another round of Assess, Plan, Do, Review must be carried out with different interventions and strategies.</p> <p>If, at the second review stage, no progress has been made or is extremely limited then a referral to the Specialist Teaching Team can be done. The ideal outcome is that the pupil will move off the SEND Register and be achieving and attaining at the same rate as their peers. If children are making adequate - good progress we will keep them on the SEND Register and give them regular Learning Plans.</p> |

