

CALLANDS COMMUNITY PRIMARY SCHOOL



Special Educational Needs and Disabilities Policy

September 2024

School Vision

At Callands Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs and Disabilities. All children are given the opportunity to progress in their learning in a positive way. As a school, we offer a personalised and enriching curriculum to meet the specific needs of all children to help ensure that every child is making progress based on their own educational needs.

The whole staff are committed to the provision of an exciting, caring, enriching and multi-sensory learning environment. This arouses the curiosity and raises the aspirations and expectations of all children, including those children who require extra encouragement and stimulus to overcome their difficulties.

The implementation of this policy is the responsibility of the whole staff including the SEN Link Governor, with any extra provision or expertise being provided by external agencies and professionals, such as Educational Psychologists, Speech and Language Therapy, etc.

Aims

At Callands Community Primary School we aim to:

- Create a school environment in which all children are included, valued and challenged whilst having access to all elements of a rich, broad and balanced curriculum either through whole class teaching or in smaller group or individual interventions
- Value all children: we aim and expect all children to experience success and achievement, by raising aspirations allowing them to reach their full potential and make progress
- Provide support and advice for all staff working with pupils with SEN by offering bespoke training for staff and whole staff training through insets and regular CPD meetings
- Identify SEN as early as possible, by working closely with outside professionals and SEN consultants to gain up to date knowledge about assessment and intervention in the early stages of development
- Use a range of organisational approaches and a variety of teaching styles in our teaching and learning to ensure learning needs are properly addressed and to engage and motivate learners
- Work closely with parents/ carers to ensure that we take account of the children's own views and aspirations and the parent's experience of, and hopes for, their children. Parents and carers are invited to be involved at every stage of planning and reviewing the SEN provision for their child, to ensure co-production of support and provision, through regular meetings with the schools SENCo and class teacher and through termly pupil progress meetings
- Involve the child in the planning of targets and future provision and to acknowledge the child's own views and aspirations for their learning and achievement (at all ages and stages to the best of their ability). Pupil voice is shared each year on Pupil Passports, termly on IEPs and for those children with an EHC Plan, their views are shared during their annual review meetings
- Liaise with outside agencies to support high quality provision
- Ensure each pupil receives successful preparation for the next stage in their life

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENcos) and the SEN information report.
- This also complies with the local authority guidance.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. EP, SALT, paediatric support; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Roles and Responsibilities

The **SENCo** at Callands Community Primary School is Mrs Bate (National SENCo Award accredited) who will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans
- Liaise with the designated teacher where a Child in Care has SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The **SEN Link Governor** for Callands Community Primary School is Mrs Giblin who will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision

The **Headteacher** will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education
- Ensure that all teachers understand their own responsibilities in respect of SEN

Each **class teacher** is responsible for:

- The progress and development of every pupil in their class
- Early identification of a pupil with SEN through observation of classroom practice and ongoing assessment procedures
- Informing the SENCo of their concerns and consider all recommendations and advice
- Creating personalised Pupil Passports for those children in the classroom who need additional support and provision
- Devise and monitor effective Individual Educational Plans for those children with personalised targets and ensure intervention is provided during the school day
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans
- Ensuring they follow this SEN policy

Identifying Pupils with SEN and Assessing their Needs

Callands Community Primary School currently provides additional and/or different provision for a range of needs, some of these may include:

1. Communication and interaction –
Pupils with speech, language and communication needs (SLCN) who have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication, including pupils with Autism Spectrum Condition (ASC).
2. Cognition and learning –
Pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. Social, emotional and mental health difficulties –
Pupils with social and emotional difficulties can manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging and disruptive behaviour. It can also include pupils with Attention Deficit Hyperactivity Disorder (ADHD).
4. Sensory and/ or physical needs –
Pupils with impairments are those that can prevent or hinder them from using school facilities, including visual impairments (VI), hearing impairments (HI), multi-sensory impairments (MSI) and a physical disability (PD).

Early Identification and Assessment

At Callands Community Primary School, we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases. At Callands we offer provision for four year olds and this means children with additional needs can be identified and receive additional support they require from a young age.

The school follows a graduated approach (see appendix 1) for Identification and Assessment as laid out in the SEND Code of Practice.

The first step in identifying a pupil who may have SEN is when the class teacher notices initial concerns and adaptations are made to Quality First Teaching. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks and Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEN in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap. (para 6.17, SEN CofP, 2015)

This may include progress in areas other than attainment, for example, social needs.

The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether an application for an Education, Health and Care plan is required or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

Involving Stakeholders

Parents of pupils with SEN will be encouraged to share their knowledge of their child; the headteacher and SENCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be notified when a class teacher completes a 'Pupil Causing Concern' form. They will understand that this is after Quality First Teaching has been adapted and adjustments have been in place for a reasonable amount of time with no/little improvements.

The planning that the school implements will help parents and pupils with SEN express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEN to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Assessing and Reviewing Pupils' Progress towards Outcomes

Callands Community Primary School has due regard for the SEN Code of Practice (2014) when carrying out its duties towards all pupils with SEN.

We will follow the graduated response (see appendix 1) and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Where intervention (e.g. Speech and Language) is required - due to the adaptations having no/little improvement – pupils will be added to the SEN register and an IEP will be completed. Then, we will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly meetings with the school SENCo, class teachers and parents and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for an EHC Plan at any point in their child's education.

Our Approach to Teaching Pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEN pupils.

High Quality First Teaching is our first step in responding to pupils who have SEN.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs.

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

Reasonable Adjustments to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Reasonable adjustments are made to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids for the pupil, such as laptops, visual timetables, larger font, etc.
- Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Support from the SENCo in the school to provide any social and emotional interventions where needed

Additional Support for Learning

As well as Quality First Teaching, we employ a number of trained teaching assistants who offer additional classroom based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENCo and will be deployed based on need.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy (SaLT)
- Child Development Centre (CDC)
- Occupational Therapy (OT)
- NHS services such as audiology team, visual impairment team
- School's Mental Health Link Team

Expertise and Training of Staff

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEN. The training offered will be delivered to ensure equality, diversity, understanding and acceptance.

Mental health will be a key consideration for all training that the SENCo participates in, along with any training that staff are given.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENCo will access local networks regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed. Callands also participates in the committed to Inclusion award for Warrington schools.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their own targets each term (or more frequently)
- Using pupil questionnaires
- Monitoring by the SENCo, other members of the Senior Leadership Team (SLT) and subject leaders (SL)
- Using class provision maps to measure progress
- Holding annual reviews for pupils with EHC plans (or more frequently if deemed necessary by school or at parent/ carer request).

Enabling Pupils with SEN to Engage in Activities Available to those in the School who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trips when they occur during their time in Callands Community Primary School.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments and further arrangements will always be offered for those children with SEN to ensure that they can attend these activities.

Promoting Mental Health and Wellbeing

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, e.g. Nurture, Monkey Bob, etc. The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Transition

The SENCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.

Transition Into and Within School:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are, etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- When a child joins from another setting, the school makes contact with that setting to support transition. Similarly, if a child leaves during school, Callands' staff will endeavour to liaise closely with the receiving setting.
- The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEN when they join school.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

Transition reviews for Year 6 pupils are held in the Autumn Term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews, e.g. extra visits, travel, training etc.

Working with External Agencies

Callands invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with the following: Education Psychology Service, Speech and Language Service, Schools and Family Support Services. SEN Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEN Report.

Monitoring Arrangements

This policy and SEN report will be reviewed by the SENCo working with the Headteacher and SEN Governor annually. It will also be updated if any changes to the information are made during the year. There will be a fixed period of consultation following any changes made to the policy with staff and parents before being considered for approval by the Local Governing Body.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEN.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEN.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEN from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEN.
- Ensuring that tests for selection are accessible to children with SEN, with reasonable adjustments made where necessary.

Complaints about SEN Provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services

Links with Other Policies and Documents

This policy links to other school policies, such as:

- SEN Report
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy

Local Offer

Warrington's Local Offer is [Ask Ollie](#). The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.



SEN Graduated Approach

