

# Believe and Achieve



## Special Educational Needs and Disabilities Policy

J Bartle

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HEADTEACHER

CHAIR OF GOVERNORS

1.10.25

1.10.26

DATE

DATE TO BE REVIEWED

## **Mission Statement**

**We aim to offer our children engaging and enriching opportunities to allow them to develop the knowledge, skills and resilience they need to achieve in our ever changing and culturally diverse world.**

We are a growing school family with a shared drive and determination to ensure all of our children reach their full potential across all aspects of our broad, balanced and bespoke Coxhoe curriculum. Staff and governors believe that it is a privilege to guide your children through their Primary School journey and are passionate about their important role.

## **Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (Jan 2015).

### **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, 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 SEND 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 outcomes are being met and all pupils' needs are catered for.

\* **Work with parents** 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 with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. Family network of SENDCOs; Behaviour Support Service, Learning Support Service.

\* **Create a school environment where pupils can contribute to their own learning.**

This means encouraging relationships with adults in school where pupils feel safe to learn and contribute.

## **Identification of SEND**

**What is SEND?** (Definition given in Code of Practice Jan 2015)

*'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 him or her.'*

*'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*\* Has a significantly greater difficulty in learning than the majority of others of the same age,  
or*

*\* Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

We believe that by making higher quality teaching (Quality First Teaching) normally available to the whole class it is likely to mean that fewer pupils will require support. Such improvement in whole-class provision tends to be more cost effective and sustainable. (SEND Code of Practice Jan 2015)

It is important to note that, 'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.... Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' (SEND Code of Practice Jan 2015)

## **How do we identify pupils as having SEND?**

In identifying children who may have special educational needs we can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress against the objectives specified in the National Curriculum
- Their performance in National tests at the end of a key stage or year group e.g. Foundation Stage Profile; Year 1 Phonics test; end of KS1 and KS2 SAT tests
- End of Year group expectations and assessments (other than above point)
- Standardised screening or assessment tools
- Reading and Phonic assessment tests
- Reports from external professionals
- Feedback from parents

## **Categories of SEND**

The SEND Code of Practice (Jan 2015) identifies four very broad areas of SEND and if a child is identified as having a SEND, the identification will indicate which of these areas are specifically evident:

### 1. Communication and interaction

- Difficulties in saying what they want to; understanding what is being said to them or do not understand or use the social rules of communication.

### 2. Cognition and learning

– Learning at a slower pace than peers, even with appropriate differentiation

MLD Moderate Learning Difficulties

SLD Severe Learning Difficulties

PMLD Profound and Multiple Learning Difficulties

SpLD Specific Learning Difficulty (e.g. dyslexia, dyspraxia etc)

### 3. Social, mental and emotional health

- This may include anxiety, depression, self-harming, substance misuse; eating disorders, ADD, ADHD, attachment disorder.

### 4. Sensory and/ or physical

- Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may be age related and fluctuate over time e.g. VI (Visual impairment); HI (Hearing impairment); PD (Physical disability).

## **SEND Support Cycle**

Staff are proactive in identifying where a child may need additional support. If QFT strategies are in place and staff still feel more support is needed, then they will request an observation from one of our SENDCOs. If the SENDCO suggests further intervention, in consultation with parents, the child will be placed on a short note. Short notes are early discussions with parents/carers where interventions will be noted, and these will be monitored on a regular basis in partnership with parents/carers.

Where it is determined that a pupil does have SEND, parents will be formally advised that their child is receiving SEND support. At this point the child's name will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school to 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 interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



During this cycle we will take action to remove barriers to learning and put effective special educational provision in place.

## **1. ASSESS**

- A clear analysis of pupils' needs are made by class teacher (working with the SENDCO) – including information about progress, behaviour and other factors; parent and pupil views; development compared to peers and national data, and if relevant advice from external agencies.
- Review regularly to ensure support is matched to need.

## **2. PLAN**

- Parent formally notified that SEND support is being provided
- Joint agreement on adjustments, interventions and support to be put in place as well as expected improvement
- Clear date for review
- All staff made aware of plan and their role in meeting outcomes
- Plan recorded on school's information system

## **3. DO**

- Class teacher responsible for working with child on daily basis – both in class and in formulating/monitoring/assessing interventions delivered by CT or TA.
- SENDCO continues to monitor and further assess child to identify strengths and weaknesses

## **4. REVIEW**

- Effectiveness of support and interventions in line with agreed date
- Include views of pupil and parents
- Class teacher, with SENDCO, review support in light of progress and development
- Decide upon any changes, in consultation with parent and pupil
- Parents have clear information about impact of support and interventions

## **Education, Health and Care Plans**

SEND Code of Practice (Jan 2015) – 'where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the LEA will expect to see evidence of the action taken by the school as part of SEND support.'

## **Referral for an Education, Health and Care Plan**

This Statutory Assessment process is usually requested by the school but can be requested by a parent. 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 meeting for the child. The subsequent application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- 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 results of outcomes set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

- Following Statutory Assessment, an EHCP will be provided by Durham 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 will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. 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 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.

It historically takes 20 weeks until the process of referring and assessing a pupil for an EHCP is complete and a decision about the application made, though this is subject to the processing of the local authority.

### **Termly Support Plan review meetings**

At Coxhoe Primary termly reviews will be held for each child on the SEND register around October, February and June. Parents will be invited to attend these meetings whose purpose

will be to review the progress made by each child during the previous term and establish any additional interventions which are required. Parents, the child's class teacher and often the SENDCO will be present at these reviews. Reports from external agencies (if appropriate) will also be considered and the impact/implementation of their recommendations discussed.

- A new SEND Support Plan will be produced at this meeting.
- If outcomes previously set have not been met, what are the options?
  - a) Child has made good progress and is almost achieving outcomes. Outcomes are still appropriate as are teaching strategies:

The child may continue to work on agreed outcomes for further period of time – review date agreed and set.

- b) Child has made unsatisfactory progress towards outcomes:
    - i) Alternative teaching approaches and/or resources may be required to achieve given outcomes.
    - ii) Outcomes may be too ambitious and require some modification or simplifying.
    - iii) Further advice/input may be required from external agencies.
- If outcomes have been met and the child has made good progress then it may be decided to remove the child's name from the register and move them to a short note for a period of monitoring. If the outcomes have been met but the child still requires additional support, then new outcomes will be set to build upon previous progress.
- The class teacher will further monitor each child's SEND Support Plan during the course of the year and amend outcomes as they are achieved.
- Parents may also discuss their child's progress and Support Plan at anytime in the year by speaking to the child's class teacher or the SENDCO.

### **THE REVIEW PROCESS: CHILDREN with EHCPs**

The Statutory Annual Review of children who have an EHCP (Education Health Care Plan) will be arranged by the SENDCO. All EHCPs must be reviewed annually.



The annual review of a pupil's statement ensures that once a year the parents, the pupil, the LEA, the school, and all the professionals involved, consider both the progress the pupil has made over the past 12 months and whether any amendments need to be made to the description of pupil's needs or to the special educational provision specified in the EHCP plans. Children who have EHCPs will also have Support Plans which is a breakdown of the outcomes on the child's full EHCP. These are reviewed termly with parents, the same as for children with SEND Support plans.

At the review of a child in Year 5, consideration will be given to the transfer from primary to secondary school. Clear recommendations will be given as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same timescale as other parents.

### **THE ROLE OF PARENTS**

Coxhoe Primary School recognises the importance of maintaining close links with the parents of all children in school. The parents of a child with SEND can often give invaluable insight into aspects of the child's background and this should always be sought by the class teacher as part of the identification procedure. It is a vital and intrinsic part of the procedures that parents are involved in frank, open and positive discussion.

Parents are encouraged to give their views and to work alongside staff as partners. We value parental opinions and views and welcome parental input at our SEND coffee morning core group meetings. They are given the opportunity to discuss their child's Support Plan whenever updated. The input of parents is invaluable at review meetings as parents are able to support their child at home in working towards given outcomes.

Permission must be sought from the parents of all children who are receiving additional teaching support from the SEND and Inclusion Service. If the parent has not been present at discussions on previous reviews, then they should be notified by letter or email, prior to the child receiving SEND input.

Parental consultation should be sought by the Head Teacher, SENDCO or Class Teacher on the course of action to be taken following a review of a child on the SEND register. This may be done informally by verbal means or more formally by letter.

### **THE ROLE OF OUTSIDE AGENCIES**

Coxhoe Primary School welcomes the involvement of appropriate external agencies in making and securing the best possible provision for a child with SEND.

Liaison between the SENDCO and the Educational Psychology Service takes place on a regular basis during school visits made by the designated Educational Psychologist.

Other outside agencies such as the Health Service, Speech and Language Therapy and Learning Support Service Advisory staff make appropriate arrangements for school visits through the Head Teacher or SENDCO. Referrals from school to outside agencies will be made by the SENDCO in consultation with the class teacher and the Head teacher as well as the child's parents.

Meeting notes with external agencies and reports from them are uploaded to the child's SEND file on CPOMs and relevant staff are tagged.

### **Responsibility for the co-ordination of SEND provision**

The person responsible for overseeing the provision for children with SEND is Gillon Hopson (SENDCO & Assistant Head Teacher). The people co-ordinating the day-to-day provision of education for pupils with SEND (SENDCO) are Gillon Hopson and Abby Rodgers. Both hold the NASEN award for the co-ordination of special educational needs.

- All maintained schools MUST ensure that there is a qualified teacher designated as the SENDCO in order to ensure the detailed implementation of support for children with SEND.
- This individual SHOULD also have the prescribed qualification for SEND co-ordination or relevant experience (this MUST be achieved within 3 years of appointment)

### **Key responsibilities:**

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Liaise with Designated teacher where a looked after pupil has SEND
- Advise on graduated approach to providing SEND support
- Advise on deployment of school's delegated budget and other resources
- Liaise with parents
- Liaise with EY providers and other professionals involved in provision of support to pupils
- Liaise with next provider of education to ensure smooth transition
- Ensure with HT and Governors that school meets its responsibilities under the Equality Act 2010, Children & Families act 2014 and SEND Code of Practice Jan 2015
- Ensure records of pupils with SEND are up to date

## **Admission Arrangements**

No separate admission arrangements apply to children with special educational needs. Please refer to the school's admissions policy and LEA guidelines on admission for children who are already subject to Special Educational Needs.

We are always pleased to meet new parents in person and show them around. Please telephone the school to make arrangements and ask for Mr Hopson who will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. You will always be welcomed! We can also advise you on the application process if needed.

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities*.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Information about admissions is available from the LEA:

**Education Admissions, Room3/127, County Hall, DURHAM CITY DH1 5UJ**

Further information about provision for pupils with SEND within the LEA is available from the Local Offer Section of the LEA website:

**<https://www.durham.gov.uk/localoffer>**

## **RESOURCES**

Funding for SEND is set annually by the L.E.A. and delegated to the school's budget. The allocation is used to support children with general learning difficulties at School Support and those with a Statement (EHCP).

Teaching staff use their allocation of this support time effectively to support pupils with SEND. Consideration is given to the use of in class support as well as withdrawal from the mainstream class of individuals and groups of children who have similar needs, bearing in mind the right of all children to have access to a broad and balanced curriculum.

Coxhoe Primary School allocates funds to enable a central bank of resources to be developed for use by staff who are working with children with SEND. The resources are wide ranging in form and include practical, sensory and ICT equipment as well as reference and photocopiable material, useful to staff and children.

## **COMPLAINTS PROCEDURE**

We hope that through early liaison and co-operation with parents any problems which may arise with regard to SEND provision can be addressed in an informal and relaxed manner between relevant parties. Specific problems should be discussed at review meetings or by special meetings which can be arranged via the Head Teacher or SENDCO.

Further information about the SEND Information Report provided by Coxhoe Primary School can be found on the school website (<http://www.coxhoe.durham.sch.uk/>) and the school section of the Local Offer on the County Durham Families Information Website:

<https://www.durham.gov.uk/localoffer>

Adopted by Governing Body: December 2008

Reviewed & Updated: G Hopson –SENDCO (annually)

Reviewed: January 2010; January 2012; November 2014; January 2016; April 2018, June 2019, June 2020, Sept 2021, Sept 2022, Sept 23, Sept 24, Sept 25