

Special Educational Needs and Disability Policy

Comberton Primary School's Special Educational Needs Coordinator (SENCo) is Mrs Jenny Phillips.

Should you have any queries regarding SEND, you are invited to contact Mrs Jenny Phillips at jmt51@comberton.worcs.sch.uk or the Headteacher Mrs Deena Frost at head@comberton.worcs.sch.uk. Contact can also be made by telephone on 01562 754704.

Our Philosophy

At Comberton Primary School we aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils and respond with a range of teaching strategies in a supportive learning environment.

We endeavour to provide high quality education through both quality first teaching as well as wave 2 and 3 interventions where required. These are small group or individual interventions led by teachers, TAs or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all.

Inclusion

We are an inclusive school. This means that equality of opportunity (in line with the Equality Act 2010) is given to all children paying attention to the different groups of children within our school:

- Girls and boys
- Children with SEND
- Minority ethnic and faith groups
- Disadvantaged pupils
- Looked after children
- LGBTQ+ or gender fluid pupils
- Gifted and talented and more able children
- Any children at risk of disaffection or exclusion
- Children with medical needs (long or short term illness)

Aims and Objectives

We plan to maximise the full potential of all children in all curriculum areas by:

- Working within the guidance provided in the SEND Code of Practice, 2014.
- Identifying pupils requiring SEND provision as early as possible in their school life.
- Meeting individual needs through wave 1 quality first teaching supported by wave 2 and 3 interventions.
- Ensuring parents are informed and involved at all stages.
- Involving pupils in setting targets as well as the review process.
- Providing support and training for all staff working with pupils with SEND.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.

Definition of Special Needs

Definition of Special Educational Needs as taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational needs (SEN) if he or she has 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 if they:

- (a) Have a greater difficulty in learning than the majority of others of the same age.
- (b) Have a disability which prevents or hinders them from making the use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas stated in the SEND Code of Practice 2014:

- **Communication and Interaction** - Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships.
- **Cognition and Learning** - Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships.
- **Social, Emotional and Mental Health Difficulties** - Difficulty with managing their emotions and/or social interaction and may be experiencing mental health problems. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.
- **Sensory and/or Physical** - Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Family circumstances
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Disadvantaged (being in receipt of pupil premium funding: PP)
- Being a looked after or previously looked after child (CLA or PCLA)
- Being a child of service personnel

Although behaviour is not a category in itself, at Comberton we feel poor or challenging behaviour is often an indicator to an unidentified special educational need in one or more of these areas.

A Graduated Approach to SEN Support

Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored through meetings between class teachers and the phase leaders, and discussed further with the SENDCo. These meetings are called Pupil Progress Meetings. Class teachers will also discuss and refer any concerns outside of these meetings.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- a) The child's class teacher will take steps to make reasonable adjustments within the classroom environment and to tasks themselves that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will all take place within Quality First Teaching and will not necessarily label a child as having Special Educational Needs.
- b) If, despite these reasonable adjustments, the class teacher continues to have concerns, or if the child's progress or attainment is identified at pupil progress meetings, then the SENDCO (Mrs Phillips) will be consulted for support and advice.
- c) Through (a) and (b) it can be determined which provision the child will need going forward.
- d) Parents will be informed of adjustments to provision and the circumstances under which their child is being monitored. Parents are also encouraged to share information and knowledge with the school. Concerns will be discussed at Parents' Evenings or at other times as appropriate.

SEN Support

If, following the above monitoring period, concerns are still held by staff and parents despite appropriate intervention and support, or progress is only being made as a result of ongoing, higher level support, the child may be identified as having SEN, and will be placed on the school's SEN register. This will be done in close consultation with parents. Advice from other professionals (such as Learning Support Team, Complex Communication Needs Team or Speech and Language) may be sought at this stage. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a **graduated approach** to SEN support. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going 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 that are the most effective in supporting the pupil to achieve good progress and outcomes, and is captured using an Individual Provision Map (IPM).

Assess

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents and the learner themselves. Advice from external support services may be sought. Barriers to learning and areas of strengths/successful strategies implemented should be clearly identified at this stage. The IPM captures this information in order to inform targets set and the most appropriate provision.

Plan

Planning will involve consultation between the class teacher, SENDCO, parents and, where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers.

Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded on an **Individual Provision Map (IPM)**. Parental involvement may be sought, where appropriate to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Impact will be measured and tracked to enable the accurate evaluation of the success of any interventions. The SENCO will provide support during this stage as required.

Review

Reviews of a child's progress will formally be made termly, although ongoing reviewing of small-steps linked to a pupil's targets on their IPM takes place as required through the academic year. The review process will evaluate and develop the impact of the quality of provision and will take into account a range of evidence:

- Analysis of any data gathered
- Work scrutiny
- Lesson observations/learning walk
- Pupil voice
- Teacher feedback
- Parent/carer feedback

Records of review will be made on the pupil's IPM. The class teacher, in conjunction with the SENDCO, will revise the type and level of support and inform the next steps for the individual. If, however, the pupil has made good progress, they may be removed from the SEND register if it is felt that they no longer need extra support.

Occasionally a pupil may need more expert support from outside agencies such as the Learning Support Service, Speech and Language Therapy or an Educational Psychologist. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

EHC Plans

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans are 'outcome driven' meaning that an application for a plan needs to clearly state what difference an EHC Plan would make to a child. We can seek to obtain specialist provision for a child through an EHCP if we are unable to meet their special needs. An EHC Plan may involve the Local Authority (LA) providing extra resources to help a child. These could include funding to provide specialist support time, special equipment or occasionally attendance at a specialist school. This support will rarely take the form of substantial 1:1 teaching assistant support. This additional provision is reviewed each year at an Annual Review Meeting, or sooner if required, and includes parents, class teacher, SENDCO, LA representatives and other professionals as required.

Supporting Pupils and Families

At Comberton, we believe that a close working relationship with parents is vital and it is our duty to ensure that parents understand the purpose of any intervention or programme their child is involved in. Parents are involved at the onset when their child has been identified as having SEND and will be fully informed of assessment and review procedures.

We feel that this close relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are met and set effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher either through an 'open door' policy or parents' evenings.
- Discussions with our SENDCo or other professionals.
- IPM write and review process. Parents are encouraged to comment on their child's IPM with possible suggestions that could be incorporated.
- Parents general views about SEND provision are sought through questionnaires and parents are invited to contribute to the SEND Policy. Parent/carer Q&A sessions take place throughout the year where parents can give feedback to the SENDCO on the school's approach to SEND provision and communication.
- Liaison with the school's Family Support Worker, Mrs Sarah Shelton, around matters linked to Early Help or social and emotional wellbeing

Further support for parents is available from SENDIASS and the Early Help Strategy.

Supporting Looked After Children (CLA) with SEND

A large percentage (possibly over 50%) of LAC have some SEND. This makes them vulnerable both academically, emotionally and socially. We recognise this at Comberton and work hard to support all our children. All our Looked After Children have regular Education meetings (termly) when their Personal Education Plan (PEP) is reviewed. At this meeting core professionals and carers meet to discuss and review previous targets and set new ones. We ensure that these targets are the focus of the child's provision map. How the child's Pupil Premium allocation is spent is also discussed at this meeting.

Any Looked After Child with SEND is a priority for discussion at Specialist Support Team Meetings (SSTM's) so the appropriate advice and support can be given to school and carers to promote the best possible outcomes for the child. These meetings are held between the school SENCo, relevant professionals and sometimes class teachers, key workers and parents or carers.

Mrs Deena Frost is the school's designated teacher for looked after and previously looked after children.

Monitoring and Evaluating Provision

Pupil progress is continually monitored, with a more formal assessment taking place on a termly basis. The success of SEND provision and interventions for children on the SEND register are recorded on an Individual Provision Map (IPM), which is also reviewed on a termly basis. This helps to identify whether provision has been effective and helps to inform teachers of next steps.

Roles and Responsibilities in School

Role of the Governing Body

The governing body, together with the head teacher, decide on the school's general approach to meeting pupils' special educational needs and disabilities. The Governor with specific responsibility for SEND pupils is Mr Peter Cooper. He meets termly with the SENDCo to discuss issues, successes etc.

Role of the Head teacher (Deena Frost)

The head teacher has the responsibility for:

- The provision of children with SEND in our school.
- Keeping the Governing Body fully informed on SEND.
- Working closely with members of staff including the SENDCo and outside agencies when appropriate.
- Deploying support staff.

Role of the SENDCo

The current SENDCo is Mrs Jenny Phillips. The SENDCo has a strategic role and is responsible for the following duties:

- Responsibility for the day to day operation for the SEND policy and for co-ordinating provision for SEND pupils.
- Working closely with the Senior Leadership Team and governing body.
- Liaising with and advising staff.
- Overseeing pupil records.
- Liaising with outside agencies.
- Liaising with parents.
- Working with pupils.
- Contributing to CPD for staff.

Class Teachers' Role

The class teacher is responsible for the progress of every child in his/her class including those with special needs or disabilities.

- Delivering quality first teaching.
- To be fully aware of the school's procedures for SEND provision and monitoring, in line with the guidance in the Code of Practice.
- Identifying children with special educational needs as early as possible.
- Consulting with the child and his/her parents including preparing and discussing provision maps with parents.
- Informing the SENDCo of concerns about children with special educational needs within their class.
- Collecting relevant information about the child.
- Monitoring the child's progress though devising an IPM suitable to the child's needs.
- Managing and working closely with TAs.

Our Family Support Worker (Sarah Shelton):

- Works with other staff to deliver activities (either to individuals or groups) to promote positive mental health and well-being.
- Provides support and guidance to families around Early Help and social and emotional wellbeing.
- Acts as a 'first point of call' to pupils who display signs or worry or anxiety or poor mental health.
- Provides advice and support to staff and leads some training and updates.
- Is a Deputy Designated Safeguarding Lead (DDSL) and works closely with the DSL, SENDCo and mental health services.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching and support staff where appropriate. The SENDCo attends Local Authority Inclusion Meetings disseminating the relevant information to staff and the head teacher.

Our staff have received a variety of training including an overview of Speech, Language and Communication Needs; Dyslexia Friendly Schools; Autism Friendly Classrooms; Attachment Disorder; Precision Teaching; Memory and Learning; Word Aware and Mindfulness.

Transition

We recognise that transitions can be difficult for a child with SEND.

When children move to another school:

- We contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child including a transition plan.
- We make sure that all records about the child are passed on as soon as possible.

When moving classes within school:

- Information from both the current staff working with the child and the school SENCo is passed on to the new class teacher in advance and a transition meeting takes place with the new teacher.
- Additional transition arrangements are made where appropriate. These will be matched to the individual needs of children and may include further opportunities to visit new adults and classroom, resources such as pictures or videos to access during the school holiday or transition passports or books.

In Year 6:

- The SENCo discusses the specific needs of SEND children with the SENCo of their secondary school.
- Those children with complex needs will visit their new school on several occasions and in some cases staff from the new school will visit those children at Comberton (Transition plan).
- If necessary, children are supported with a transition book/timetable to help the process go as smooth as possible.

Supporting Pupils with Medical Needs

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse where appropriate and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we consider any staff training that may be needed. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Working with other professionals and outside agencies

Educational Psychologist

We purchase Educational Psychology and other allied professional support from 'Educational Psychology for Everyone' (EPE). This support and advice is used in a number of ways:

- To support a request for an EHCP
- To inform an annual review of an EHCP
- To support decision making around children with complex and significant needs
- To provide bespoke programmes of work with some individual pupils

Speech and Language therapists

We have two allocated Speech and Language therapists, Olivia Dwyer and Katie Watson, provided by the NHS. Olivia oversees school-age pupils while Katie works with Early Years. They have large caseloads in school and see children (usually) once a year to set and review targets. The therapists will also write reports to support EHCP applications. Our allocated therapists do not work directly with children or staff to implement provision for pupils, however we have a specialist Teaching Assistant employed by the school (Dawn Smout) who will deliver intervention and support staff on the implementation of provision for specific

targets/activities allocated to individual children. Speech and Language Therapy Assistants (SLTAs) may work with staff and children to model provisions to address speech and language targets.

Learning Support

Since April 2018, we have purchased Learning Support from Chadsgrove Teaching Alliance in Bromsgrove. They are able to provide us with specialist teachers to complete assessments and reviews. Assessments typically take upwards of three hours and consist of a classroom observation, conversations with class teacher, SENDCo and parents and a 1:1 assessment. The resulting report will be shared with parents and any strategies and recommendations can then be implemented in the classroom and at home if appropriate.

Complex Communication Needs Team (autism)

We buy our CCN support from both Chadsgrove and Worcestershire Children First. The work consists of classroom observations, 1:1 assessments and conversations with staff and parents. This team cannot diagnose Autism or other Autistic Spectrum Disorders but can advise and support. A diagnosis needs to be sought through the Community Paediatrician.

Behaviour Support

As required, we buy into behaviour support through the Beacon Short Stay School, which is based at Lea Street in Kidderminster. They offer behaviour courses, which are short-term (6-week) split placement courses. Whereas we use Speech and Language, LST and CCN support very frequently, these courses are accessed very rarely. We can also access outreach support from the Beacon School.

Community Paediatrics

If a child has a medical need, (this includes ADHD or ASD) they can be referred to the Community Paediatrics department. It is through these consultants that diagnoses of ADHD and autism are made. Referrals for ASD are made through a process called the Umbrella Pathway. This is a series of assessments made by a number of professionals, which build up a picture of a child allowing a diagnosis to be made. These referrals can be made by a health care professional such as a GP or school nurse or by the school SENCo. If the SENCo makes a referral it must be supported by a report written by a specialist teacher such as one from Chadsgrove, and provide evidence of two cycles of the Graduated Approach (as outlined previously) being implemented in school. It can take up to 12 months from the referral date to a decision being made. If a child receives a diagnosis at the end of this process, the family will receive a letter confirming this but there will not be any strategies or recommendations, these will need to be sought from the Autism team.

Early Years Inclusion team for pre-school children

Some of our very youngest children can experience quite complex difficulties, which are often recognised before they come to school or nursery. These difficulties are picked up by health visitors or doctors or parents can self-refer. There are a number of services available to these children and families, which are co-ordinated by the Early Years Inclusion team led by an Area SENCo (Caroline Britton)

Children can be referred to Community Paediatrics, Speech and Language or to assessment centres such as the Child Development Centre, which is situated at the Wyre Forest School.

The Pre School Forum, a panel of experts, meets regularly to decide the best course of action for these children. This might be a place at the CDC, a place at a Language Unit or enhanced funding to support a child when he/she starts school. Staff from the Early Years Inclusion Team may come into school and meet with teachers and families offering advice and support.

Education Mental Health Practitioners (EMHPs)

From September 2023, Comberton will be part of Wave 9 of the WEST Project (Wellbeing & Emotional Support Teams). This means an allocated EMHP will be working in school for one day per week. They are intended to support children and young people and help prevent more serious problems developing by

providing them with low intensity support for mild/moderate difficulties, focusing particularly on low mood, anxiety and behavioural difficulties. They will be based in school as an additional resource within our whole-system approach to promote resilience and wellbeing, support earlier intervention, enable appropriate signposting and give advice and guidance to school staff to deliver evidence-based support, care and interventions. The EMHP will work closely with Mrs Phillips and Mrs Shelton.

Accessibility

In line with the Equality Act 2010, our aim is that all areas of the school are fully accessible to children with disabilities. We will make reasonable adjustments to the environment, when and where appropriate, to ensure all pupils have access to the school and the curriculum.

Currently the building is accessible to children with physical disability via ramps and we ensure that equipment used is available to all children regardless of their needs. After school provision, including extracurricular activities, are accessible to all children including those with SEND.

Admission Arrangements

Local Authority (LA) guidelines are followed for the admission arrangements to Comberton Primary School.

Storing and Managing Information

All hard copies of SEND documents are stored in a locked filing cabinet in the meeting room. Individual records and documents are sent to their next school when children leave. Archived records are kept in locked filing cabinets in the meeting room. Comberton Primary School uses CPOMS to electronically store minutes of meetings and communications between staff/parents/SENDCO and any documents from professionals. Only staff working with the pupil have user permissions to view such records.

Dealing with Complaints

Concerns about a child's progress should initially be dealt with by the child's class teacher. Following this stage, if a parent still has concerns, they should speak to the SENDCO or head teacher. Following these stages, our complaints procedure should be used or parents may speak to the school SEND governor, Mrs Fran Oborski.

Monitoring and Evaluation

We will ensure that this policy and its procedures are being applied and are impacting on pupil progress through pupil progress meetings, learning walks, pupil and parent voice, book trawls - 'what our books tell us' and SEND review meetings. This will be carried out by the SENDCO and SLT and feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. Both the Raising Standards Committee and Full Governing body will monitor the implementation and impact of this policy.

Signed by:

Chair of Governing Body:

Date:

Head teacher:

Date:

Agreed at the Full Governing Body Meeting on: