



# Special Educational Needs and Disability Policy

Gamlingay Village Primary

September 2018

Lead person: Mrs Shelley Desborough

Agreed by staff: Autumn 2018

Adopted by Governors: Autumn 2018

**Date of revision: Annually Autumn 2019**

## Introduction

The purpose of this policy is to demonstrate how the schools within the CAM Academy Trust (**CAM**) meet its statutory responsibilities and other duties as detailed in the SEN Code of Practice Sept 2014.

This policy has also been written with reference to the following guidance and documents:

- Equality Act 2010 and advice for schools 2013
- Statutory guidance on Supporting Pupils with Medical Conditions at School 2014
- Each CAM school's Safeguarding Policy
- Each CAM school's Accessibility Plan
  
- Teachers standards 2012

This policy was created by each of the CAM schools Special Educational Needs and Disabilities Co-ordinator (**SENDCo's**) in liaison with each school's senior leadership team and relevant governor. The policy will be monitored for impact through each individual CAM school's Self Evaluation Form (**SEF**), School Development Plan (**SDP**), parental and student feedback.

Other relevant staff, a range of parents, and students in each school were also involved in the process of developing the policy which was shared via websites and meetings.

- Across the CAM we value the abilities and achievements of all students regardless of ability and are committed to providing inclusive environments.
- None of the CAM schools discriminate on the grounds of special education needs (**SEN**) /additional needs and support the Admissions Code agreed in partnership with the local authority (LA).
- Students with a Statement of SEN or education healthcare plan (EHC Plan) that names one of the CAM schools will be admitted where it is seen that the relevant school is able to provide efficient and effective education that will enable the student to make progress and not hinder the progress of other students.

The SENDCo at our school is Annie Blyth, she holds the National Award for SEN Co-ordination. She can be contacted by email: [Ablyth@gamlingayvp.org](mailto:Ablyth@gamlingayvp.org)

Each school within the CAM delegates the responsibility for the day-to-day implementation to the school's SENDCo. However, the Chief Executive Stephen Munday retains overall responsibility for the quality and provision of SEN.

## Long term aims and immediate objectives

Long term aims:

- The CAM values the abilities and achievements of all students and is committed to providing the best possible learning environment for each pupil.
- The CAM will endeavour to make every effort to create inclusive environments that do not discriminate against students with SEN or disability, whilst maximising students' achievement and promoting independence and lifelong learning.
- The CAM will work to raise the aspirations and expectations for all students with SEN, with a focus on individual student outcomes.

Immediate objectives:

- To identify students who have SEN, as early as possible.
- To provide for students who have SEN, as soon as possible.
- To ensure that teaching staff feel equipped to provide for students with SEN via an 'Assess, Plan, Do, Review model.
- To work closely with the parents/carers of students with SEN (this includes providing them with links to details of appropriate organisations (including voluntary sector organisations), supporting students with SEN and signposting towards the Local Authority Local Offer.
- To ensure that all students with SEN are able to access exams and other assessments.
- To ensure that all students with SEN are able to make successful transitions (at KS1-2, 2 – 3, 3-4 and 4-5).

## Identifying SEN

Students have SEN if they have a learning difficulty which has an impact on their progress and attainment, and calls for a special provision to be made for them beyond, or in addition to, a differentiated curriculum.

The Code of Practice 2014 describes 4 broad areas of SEN and each of the CAM schools has provision to manage and support students with needs in each of the categories.

Please refer to Gamlingay Village Primary's SEN report/offer to see specific

details. These 4 categories of need are:

- Cognitive and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or physical needs

While these four categories broadly identify aspects of a child's primary need, at our school we identify the needs of our pupils considering the needs of the whole child.

The CAM does not consider the following to be SEN but understand that they might still have an impact on progress and attainment. If you would like to discuss support for the following

areas of need, then contact the relevant SENDCo who will pass your details on to the appropriate member of staff:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Poor health
- Safeguarding issues
- Education as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a serviceman/woman
- Having behavioural difficulties (concerns related to a young person's behaviour should be described as an underlying response to a need which we will respond to)

Early identification of a child's needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the pupil's progress regularly in line with the assessment policy.

The class teacher and the SENDCo will seek to work closely with parents and teachers to plan an appropriate programme of intervention and support.

At Gamlingay Village Primary, we identify children with SEN as early as possible, through contact with our feeder Early Years Settings and by assessment at the start of the Foundation Stage Year using the Foundation Stage Profile.

Throughout the year we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

In the Foundation stage and Years 1 and 2 the assessments are:

- The Foundation Stage Profiles
- P Scales
- Termly Teacher assessments of progress
- Annual Teacher Assessments for both core and foundation subjects
- Year 1 phonics test
- End of Key Stage1 SATs

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- Termly assessments including the end of year Optional SATs tests and Rising Stars
- Annual Teacher Assessment sheets for both core and foundation subjects

## **A graduated response to SEN support**

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to a child's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

Each of the CAM schools has a different graduated response for SEN support. You can find more details about the approach taken at Gamlingay Village Primary in our SEN Report.

However, all CAM schools share in common the following:

- Quality First Teaching
- Robust line management within SEN department
- Performance Reviews of all members of school (including SEN Dept)
- Observations of all members of school (including SEN Dept)
- Analysis of data to inform responses to SEN support and provision
- Training for staff to ensure that appropriate support can be delivered
- High quality and accurate formative assessment
- Where necessary, the ability to draw on more specialised assessments from external agencies and professionals
- Regular meetings to discuss placing students on the SEN register
- Regular meetings with parents/carers and students on the SEN register

### **Identified Concerns**

If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing s(he) will decide what action to take within the daily classroom routine. If the child is having difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

At Gamlingay Village Primary, the class teachers identifies a need the class teacher will adapt Quality First Teaching to meet the pupil's identified needs by differentiation, available in the class. Once a learning difficulty is identified, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. The teacher will inform the SENDCo of any concerns. The SENDCo will make a record of the child in the category, "Identified Concerns".

The school's physical environment is subject to annual scrutiny in terms of accessibility through the review of the Disability Discrimination Act and Accessibility Plan.

### **School Support**

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The class teacher and the SENDCo will look at the evidence of inadequate progress and decide on strategies, additional to, or different from, those already being provided in the classroom to help the child make progress.

An Individual Education Plan (**IEP**) will be written by the class teacher for the child. This will set out up to four learning or behavioural targets for the child and describe the strategies and arrangements to be put in place to achieve them. The targets will be discussed at a review meeting with both the child and the parents. At the review meeting decisions will be made about any further actions necessary to meet the child's needs.

These may be:

- a) To reduce the amount of help.
- b) To set new targets and continue with the existing level of support.
- c) To increase the level of intervention if there has been little progress.

If a child continues to make adequate progress, the SENDCo may ask for help from specialists outside school in addition to the extra support already being provided within school. Specialists may include: the Educational Psychologist, school nurse and specialist support teachers. Any strategies agreed as a result of this extra help will be included in an IEP.

### **Managing and supporting students on the SEN register and their parents/carers**

Once a student has been identified as having SEN and after consultation with parents/carers, he/she will be placed on the SEN register.

Students will be placed on the SEN register if they are considered to have SEN Support, a Statement or an EHC Plan.

Each of the CAM schools has different processes for managing students on the SEN register (this includes their exit from the SEN register). Please refer to Gamlingay Village Primary SEN report/offer to see specific details.

However, each of the CAM schools considers the following to be important and makes provision for:

- Having student centred plans which act as live records, telling teachers what needs have been identified, how to remove barriers to learning and expected outcomes
- How the provision in the plan is decided upon
- What the costs of the plan are
- When the plan is due to be reviewed (how students and their parents/carers are involved)
- How students with SEN can have opportunities to make known their opinions about their support/provision
- Regular monitoring and evaluating of the provision offered
- Identifying the student's lead professional
- Completing appropriate paperwork e.g. Early Help Assessment, EHC Plan

## **Supporting students with a medical condition**

All the CAM schools recognise that students with a medical condition should be properly supported so that they can have full access to a broad and balanced education. Each of the schools complies with its duties under the Equality Act 2010. For specific information with regard to supporting a student with a medical condition, please contact Gamlingay Village Primary.

## **Training and resourcing**

SEN provision is funded from each CAM schools notional SEN budget and money allocated to an individual's statement/EHC plan.

Some students may also benefit from pupil premium funding if they qualify for this category.

The training needs of staff are identified according to different school cohorts and the individual school self-evaluation processes.

All teachers and support staff undertake an induction process which includes specific training on SEN, safeguarding and inclusion.

Staff are encouraged to engage in quality Continuing Professional Development including joint CAM SEN training days.

Individual school SENDCos regularly participate in LA SENDCo network meetings, joint termly CAM meetings, other SEN updates which keep them abreast of local and national updates (e.g. National Association for Special Educational Needs).

## **The role of the governing board**

Governors will endeavour to do their best to ensure that necessary provision is made for any student with SEN and make sure that action is taken to support the inclusivity of those students in all CAM school activities, so far as reasonably practicable.

The Governing board has a statutory role in monitoring and evaluating the SEN provision and its impact on educational outcomes. Each term the appropriate member of CAM school staff will report to the appropriate Governors' committee.

Governors make sure that they are aware of the CAM school provision, funding, equipment and staffing.

## **Storing and managing information**

Information relating to the storage of documents related to individual students' SEN fits with Gamlingay Village Primary's policy on Information Management and where appropriate the Gamlingay Village Primary 's Confidentiality policy.

## **Complaints**

Any complaints about SEN provision should initially be addressed to the Mrs Blyth, the SENDCo of Gamlingay Village Primary, and thereafter to Mrs Desborough, the Headteacher. Should the complaint not be resolved, the procedure in the relevant School Complaints Policy, found on the Gamlingay Village Primary website, should be followed. Our School Governor is Emma Giddings.

## **Appendices**

The following documents can be found on the individual School's websites and should be read in conjunction with this policy:

- SEND Information report/offer
- Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Managing pupils with medical needs policy
- The Local Offer (which describes the services and support available for children and young people with Special Educational Needs and/or Disabilities (SEND) from birth to 25 and their families in Cambridgeshire. You can also find information; help and advice; assessments; plans and policies from this website).