



**Cheddar First School & Preschool**

*Where every child is at the heart*

## **SEND Policy 2024/5**

### **1. Rationale**

1.1 Our SEND policy identifies the statutory provision and a range of strategies and adaptations our teaching team uses to ensure our school vision is a reality for those pupils with SEND.

### **2. Vision**

2.1 At Cheddar First School we are committed to equity as well as equality. We are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

2.2 The Code of Practice (2014) states that *“all children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education.”*
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### **3. Objectives**

3.1 To identify and provide for pupils who have special educational needs.

3.2 To work within the guidance provided in the SEND Code of Practice, 2014.

3.3 To enable all pupils including those with SEND to maximise their achievements, ensuring that all pupils with SEND are offered full access to a broad and balanced curriculum, including the Early Years Foundation Stage (EYFS).

3.4 To provide a Special Educational Needs and Disability Co-ordinator (SENDCo).

3.5 To ensure that the culture and practice in our school and management and deployment of resources are designed to meet the needs of all pupils with SEND.

3.6 To provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.

3.7 To ensure that pupils with SEND are identified, assessed, provided for and reviewed.

3.8 To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.

3.9 To work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.

### **4. Definition of SEN and Disability (SEND)**

4.1 At Cheddar First School, we have aligned our provision with the definitions stated in the SEN Code of Practice (2014):



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- xi. 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.*
- xii. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEN Code of Practice 2014)*

## **5. Observation, Assessment and Planning**

- 5.1 Our school firmly believes that every child should have high aspirations, value their learning and achieve their full potential. Cheddar First School is a happy and vibrant place where all pupils are encouraged to love learning. The dedication and expertise of the staff to inspire pupils to become excited and motivated about their learning. We pride ourselves on being an inclusive school which aims to provide support to learning, which will assist all children to achieve their full potential.
- 5.2 We use our best endeavours to secure special educational provision for pupils for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):
- 5.3 The Code of Practice refers to four broad areas of need:
- 5.3.1 Communication and interaction-these children have a 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.
  - 5.3.2 Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).
  - 5.3.3 Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
  - 5.3.4 Social, emotional and mental health difficulties-children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.



## **6. Graduated Response**

- 6.1 The school's system for observing and assessing the progress of individual children will provide *information about areas where a child is not progressing satisfactorily*. Under these circumstances, teachers may need to consult the SENDCo to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.
- 6.2 In order to help children with special educational needs, Cheddar First School will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual.
- 6.3 Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. They may be considered for identification if they:
  - 6.3.1 Make little or no progress, even when teaching approaches are targeted, particularly if a child's identified area of weakness.
  - 6.3.2 Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
  - 6.3.3 Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
  - 6.3.4 Have sensory or physical problems and continue to make little or no progress, despite the provision of specialist equipment.
  - 6.3.5 Have communication and / or interaction difficulties, and continue to make little or no progress.
- 6.4 Class teachers will often be the first to identify problems using classroom observation and informal assessment.
- 6.5 Parents voicing concern may highlight a particular need.
- 6.6 Outside agencies may bring a child's difficulties to the school's notice.
- 6.7 Appropriate standardised tests may indicate where there are SEND.
- 6.8 If the school decides to identify the child as SEND, the school will record the steps taken to meet the needs of individual children on a suitable plan. If we refer a child for statutory assessment/Education Health and Care Plan (EHCP), we will provide the LA with a record of our work with the child to date. Following a statutory assessment by the LA which deems that the child meets the requirements then an 'EHCP' will be developed. These plans will detail interventions that are additional to those provided as part of the school's



differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person.

6.9 In consultation with the parent, a pupil will be added to the school's SEND register if they have an individual Learning Plan (ILP) and/or IEP and/or an EHC Plan. These children have a written plan created by the class teacher in consultation with the pupil and parents and Teaching Assistant where appropriate.

6.9.1 Pupils will be taken off the SEND register if they no longer meet concerns identified prior to placing on the SEND register. Should a child no longer require an individual plan, then parents will be informed.

6.10 Where pupils have higher levels of need, and with parental permission, the school may see advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Communication and Autism Team or Communication and Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

6.11 If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A "SEND Support Arrangements" (Pupil Passport / Provision Map) document, which includes a one-page profile, will be started. This is a working document which will be updated as more is understood about the child's SEN, including their response to interventions.

6.12 The four-part cycle:

- o Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from



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other education professionals e.g. Educational Psychologists (EP) and from health and social services.

- o Plan: Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.
- o Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.
- o Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

## **7. Roles & Responsibilities**

7.1 Cheddar First School has a named SENDCo, Mrs Suzi Smith and Assistant SENDCo Mrs Jenny Paton, who ensure that the Cheddar First School SEN policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other current policies within the school. All our teaching and support staff have a responsibility for teaching and learning for all pupils including those with SEND and any other additional need.

7.2 The SENDCo has an important role to play in determining the strategic development of SEND policy and provision in the school. They hold day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Healthcare Plans (EHCP). Within their role, they provide professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision for County Council's Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.



### 7.3 Specific duties for Class teachers

7.3.1 Provide high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.

7.3.2 Report SEND concerns to SENDCo and Headteacher prior and during pupil progress meetings.

7.3.3 Work alongside SENDCo and designated Teaching Assistants to ensure guidance is provided and personalised SEND plans are being adhered to.

7.3.4 Write and review personalised plans with parents periodically.

### 7.4 Specific duties for SENDCo:

7.4.1 Overseeing the day-to-day operation of the school's SEND policy.

7.4.2 Advises and reports to the Headteacher.

7.4.3 Supports and advises class teachers and Teaching Assistants.

7.4.4 Organises the professional development of teachers and Teaching Assistants where

7.4.5 Liaising with parents of children with SEND.

7.4.6 Complies and maintains the SEND Register and all records of all pupils with SEND.

7.4.7 Ensures specific plans are written and reviewed by class teachers, parents and pupils where appropriate.

7.4.8 Ensures school contact with parents at all stages of support at least twice a year.

7.4.9 Liaises with outside support agencies and support services.

7.4.10 Ensures that the necessary stock and equipment are available through the allocated SEND budget.

7.4.11 Communicate effectively with the Inclusion team.

7.4.12 Organises the transfer of SEND records for children when they leave school.

7.4.13 Plans and organises SEND EHC Plan reviews.

7.4.14 Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

7.4.15 Being a key point of contact with external agencies, the local authority and its Support services.

7.4.16 Making regular visits to classrooms to monitor the progress of children on the SEN Register.

7.4.17 Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

7.4.18 Maintain Educational Health Care Plans (EHCP's) and ensure all staff are informed accordingly of the needs of pupils.

7.4.19 Comply with the role of Designated Teacher for Looked After Children (LAC).

### 7.5 Specific duties for named Headteacher

7.5.1 Oversees and reports on the implementation of the SEND Policy.

7.5.2 Delegates responsibility to the SENDCo.

7.5.3 Liaises with Governors and SENDCo to monitor the effectiveness and efficiency of the SEND policy.

### 7.6 Specific duties for the Governors

7.6.1 Agree policy with regard to the Code of Practice.



- 7.6.2 Delegate responsibility for the implementation of the SEND policy to a named Governor or and to the Headteacher.
- 7.6.3 Receive regular reports from the SENDCo.
- 7.6.4 Review this policy annually.
- 7.6.5 The Governors challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- 7.6.6 The Governors have decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

## **8. The role of Parents of pupils with SEN**

- 8.1 In accordance with the SEND Code of Practice, we believe that all parents of children with SEND should be treated as equal partners. We have positive attitudes to parents, Our Local Offer details the specific support we provide all pupils, including those with concerns for SEND. We strive to ensure that they understand procedures and are aware of how to access advice. Liaison with parents is therefore encouraged in the following ways:
  - 8.1.1 Parents are always welcomed into school to talk to teachers about any concerns regarding their child and his/her progress.
  - 8.1.2 Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings and additional 'Plan' meetings.
  - 8.1.3 Parents are involved in discussions with outside agencies where appropriate.
  - 8.1.4 They are involved with the implementation of the individual 'Plans' by supporting the work at home.
  - 8.1.5 Parents of any pupil identified with SEND may contact the Special Educational Needs and Disability Information Service (SENDIAS) for independent support and advice.
  - 8.1.6 Where appropriate and possible, children attend 'Plan' review meetings and are encouraged to talk about their progress and to contribute to their 'Plan'.
  - 8.1.7 Where possible, Pupils with an EHCP contribute to their Annual Statement Review.

## **9.0 Accessibility:**

- 9.1 All pupils are entitled to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. We recognise the importance of inclusion for all children in mainstream primary education. All teaching and support staff provide suitable learning challenges, meet pupils' diverse needs and provide enablers to learning.
- 9.2 There will be times when it is appropriate to support the learning of a pupil with SEND on a one to one or small group basis beyond the classroom of their peer group.
- 9.3 Our school publishes a Local Offer, which states our offer for pupils with Special Educational Needs or Additional Needs such as disability.
- 9.4 In addition to the curriculum, the school provides a wide range of additional activities both in and out of school. Pupils with SEND are actively encouraged and supported, to join in and benefit from these activities.



- 9.5 SEND resources are allocated through different funding elements available to the school such as the school-based budget, funds allocated to pupils with EHCPs or statements of SEND and pupil premium.
- 9.6 Parents requiring guidance on how to support their child further at home, including support with external agencies, should contact the school SENDCo.

## **10. Supporting Pupil with Medical Needs:**

- 10.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. School's policy for supporting pupils with medical conditions describes the arrangements the school has in place.

## **11. Monitoring and evaluation of SEN**

- 11.1 The Headteacher and the SENDCo regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:
- analysis of pupil tracking data and test results at pupil progress meetings
  - progress against national data and based on their age and starting points
  - interventions baseline and exit data
  - progress against individual targets
  - pupils' work and interviews

## **12 Storing and Managing Information**

- 12.1 Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet until they are saved and stored electronically. Individual SEND files are transferred to receiving schools when pupils leave Cheddar First School.