

SEND policy



Introduction

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to our behaviour, anti-bullying, medical and curriculum policies. The SEND policy pervades all curriculum policies in the school.

Our SEND information report is available on our school website for anyone wishing to find out more information on the specific services available for pupils and families here at Camestone. Parents can also access the Local Offer to find local SEND services.

Compliance

This SEND policy complies with the statutory requirement laid out in the SEND code of Practice (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions December 2015
- Advisory Guidance on Mental Health and Behaviour in School November 2018
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Defining Special Educational Need and Disability

The Special Educational Needs and Disability Code of Practice (2014), states that: 'A child has SEND if they have a learning difficulty or disability which calls for Special Educational provision to be made for him or her.' The child 'has a learning difficulty or disability if the child 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.'

The Equality Act (2010) and SEND Code of Practice (2014) defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. This definition 'includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.' The SEND Code of Practice states that, 'Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.'

There are four broad categories of SEND: A child's SEND may relate to one or more of the following areas:

1. **Communication and interaction** (including speech and language issues and specific conditions such as ASD)
2. **Cognition and learning** (including significant learning difficulties and specific conditions such as dyslexia)
3. **Social, emotional and mental health** (including behavioural needs. This may be a temporary need in response to a trauma or because of an underlying condition such as depression, anxiety disorders, substance misuse etc.)
4. **Sensory and/or physical** (including disabilities such as visual or hearing impairment)

SEND at Camestone School

Camestone School is a fully inclusive mainstream school. We believe in equal opportunities for all our pupils. We support our pupils in reaching their full potential by ensuring everyone has access to a broad and balanced curriculum which is differentiated to meet individual needs.

At Camestone School we endeavour to provide an appropriate and high quality education for all children. Every teacher is a teacher of every child regardless of SEND. Teachers provide learning opportunities appropriate to pupils' abilities, interests and individual needs via 'Quality First Teaching'. We believe that all children (including those with SEND) have the right to be fully included in all aspects of school life.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils' self-esteem and emotional well-being.

Roles and responsibilities

Mrs Sian Gillespie is the SENCo and has been awarded the National Award for Special Educational Needs Coordination.

The Governor for Special Educational Needs and Disability is Mrs Michelle Sogga.

Objectives:

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning and through 'Quality First Teaching.'
- To ensure that every child achieves to their highest possible standard.
- To work in partnership with parents and carers.
- To involve the children themselves in planning and in any decision making that affects them.
- To work with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND

- To work closely with external agencies to support the needs of individual pupils.
- To provide excellent transitional arrangements within school and between schools
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To work within the guidance provided in the SEND Code of Practice 2014.

The success of the Camestone School SEND policy will be judged against the objectives above. The Governing Body Annual Report will detail the successful implementation of the policy.

Partnership with Parents and Carers.

At Camestone, we realise the importance of parents and carers involvement in their child's education. We aim to work in partnership with parents/carers to help our pupil's reach their full potential. We offer a range of opportunities for our parents/carers to discuss their child's progress and assist with the planning of their education, such as:

- **Informal discussions-** Teachers are present at the classroom door before and after school. You can pass over information at this point or use this opportunity to arrange a more formal meeting.
- **IEP meetings-** Occur termly, the class teacher will arrange a convenient time for you to come in to school. The review of the previous IEP will be shared with you and new targets will be discussed.
- **Telephone contact-** You can ring the school office to speak to a member of staff, if they are unavailable at the time of the call, they will ring you back.
- **Parent consultations-** Occur in October and March. Your child's progress, attainment and targets will be discussed.
- **Annual written reports-** are sent home in the final half term of the school year. You can arrange a meeting with your child's teacher if you have any questions about the information in the report.

- **Meetings with the SENCo and/or family support worker-** can be arranged via the school office.

Visits to the school are encouraged for prospective parents.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including them in;

- Setting their targets.
- Self-review of their own progress and in setting new targets.
- Self-assessment across the curriculum.
- Allowing them the opportunity to share their opinions via informal discussions and pupil questionnaires.

Identification and Assessment Arrangements, Monitoring and Review Procedures

At Camestone School, we have rigorous monitoring systems in place to ensure SEND is promptly identified. The progress of all children is carefully monitored by the class teacher, senior leadership team and the SENCo.

Teachers carry out termly assessments for each child as well as ongoing teacher assessments on a day to day basis. Pupil progress meetings are held each term with class teachers and the head teacher. Any children who are making less than expected progress are identified. 'Less than expected progress' can be characterised by progress which:

- 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

Each year group complete a need analysis each term, this involves teachers identifying pupils which are making no or slow progress with reading, writing, maths, socially, emotionally and physically. These children are then monitored closely and appropriate support is planned for them.

The inclusion team which consist of the: head teacher, deputy head, assistant head, SENCo and family support worker, meet regularly. Children needing additional support are discussed and appropriate provision is planned for them.

The SENCo also works closely with class teachers and may observe or assess individual children.

The Graduated Response to SEND

A Child will be identified as having SEND as a result of observations made by the class teachers as well as by the regular screening and ongoing assessment procedures established in the school. Children causing concerns in relation to attainment and progress of one or more of the areas of need, are recorded on a needs analysis document. The teacher then ensures the child's needs are met via the following wave approach:

Wave 1. Quality First Teaching- teaching and learning is tailored to the individual needs of children.

Wave 2: If a child is still making limited progress despite 'Quality First Teaching' a group catch up intervention may be put in place alongside extra support within the classroom. It is at this point a child will be considered for an Individual Education Plan (I.E.P). An IEP shows the specific areas of concern, the targets to meet those areas of concern and who will carry out the support strategies identified. IEPs are shared with and signed by the pupil, parents, class teacher and SENCo. A child with an IEP will be added to the schools SEND register. IEPs are reviewed termly but targets are updated and amended if a child achieves them before this timescale. The class teacher will ensure time is allocated for the child to be supported with their targets either within normal classroom teaching or at an allocated time.

Wave 3: If a child is still making limited progress despite the support provided in wave 1 and wave 2, highly tailored 1:1 support will be put in place, this may involve support from outside agencies.

Working with external support agencies

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. This support is accessed by completing a referral form, the school work alongside parents/careers to complete this process.

We may be able to access the following support through a referral:

Educational Psychologist

Autism Advisory Team

Occupational Therapist

Speech and Language Therapist

Early Years Advisory Service

CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)

CAMHS (Child & Adolescent Mental Health Service)

NHS services

If a pupil is making limited or no progress over a sustained period of time, despite receiving a high level of support, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment. Submission of the request for Statutory Assessment is the SENCo's responsibility along with the support of the class teacher and parents/carers. If the local authority grant a pupils EHC plan, it will identify clear objectives and provision to meet the needs of the pupil which everyone involved with the child are legally obliged to adhere to. All EHC plans must be reviewed at least annually.

The SENCO will always discuss the EHC process with parents first and only proceed with their permission. The EHC process takes approximately 20 weeks.

Staff training

We constantly strive to improve the quality of teaching and learning for all children, including those with SEND. This is achieved through weekly staff training sessions which focus on identified areas of need.

Individual teachers and support staff also attend training courses run by outside agencies, the courses attended are relevant to their role or the specific needs of our children. Over recent years we have seen a rise in the number of pupils displaying communication and interaction difficulties, as a result the SENCo has completed the ELKLAN speech and language training which has been disseminated to staff. We also have a programme called 'Lift off to Language' being run in Foundation Stage and year one to support this identified need.

Arrangements for Considering Complaints

The class teacher is the first point of contact to share information or raise concerns. You can also contact the school office to arrange a meeting with Mrs Gillespie.

We take parental concerns very seriously. If you have a complaint please come and talk to us. If you are still not satisfied, please consult the school Complaints Policy for how to proceed.

Policy adapted: May 2019

Review date: May 2020