



Special Educational Needs and Disabilities (SEND) Policy For Primary

Revised: September 2023
Review Date: September 2024
Responsible: SENCo

Our policy for SEND supports our aims, mission and values.

Inquisitive minds, *creative hands*, *caring hearts*.

We Aim for Every Child to

- Keep safe and feel secure
- Be healthy and happy
- Enjoy school and feel positive about learning
- Achieve their potential
- Develop strong social skills and emotional well-being

Our Mission Statement

Our school environment is welcoming and friendly. We are positive role models and lead by example. We are all learners and we work as a team.

We innovate, inspire, challenge and have fun!
We empower others to do and to become the best they can. We have high expectations and believe we can!

Our Core Values



Educational Psychologist - Silvia Sanchis

Assistant Psychologist - Aimee Patrick

Special Educational Needs Coordinator (SENCo) – Mary Jordan

Sensory and Emotional Learning Specialist - Julie Cox

If you have any SEND issues you are invited to contact them by calling in or sending an email to psychologydepartmentprimary@caxtoncollege.net

This document outlines the policy of Caxton College for pupils who have special educational needs and disabilities.

This policy should be read in conjunction with the following guidance, information and policies:

- Admissions policy
- Anti-Bullying policy
- Child Protection and Safeguarding policy
- Health and Safety policy

Definitions

The SEND Code of Practice 2014 identifies a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. This definition has not been altered by anything in the SEND review 2022. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

Or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (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, although this may lead to some degree of barrier to access the curriculum.

The SEND Code of Practice also describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and Interaction** (this could include pupils on the autism spectrum)
2. **Cognition and Learning** (this could include pupils with dyslexia)
3. **Social, Emotional and Mental Health Difficulties** (this could include pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.)
4. **Sensory and/or Physical Needs** (this could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

Aims and Objectives Of This Policy

- To ensure all pupils have access to a broad and balanced curriculum which is relevant to their strengths and needs
- To identify and assess children with SEND as early as possible and ensure there is careful monitoring of pupil progress
- To identify and address pupils' needs by using a graduated approach and the four-part process of assess, plan, do and review
- To remove barriers to learning by providing a universal design for learning within the classroom setting and individual interventions to close the attainment gap between students identified as having SEND and the general population of the school
- To remove barriers to learning by providing individual or small group interventions, in some cases, to close the attainment gap between students identified as having SEND and the general population of the school
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping
- To work with parents to gain a better understanding of their child and involve them in all the stages of their child's education
- To ensure that pupils participate and are involved in the process of information gathering and reviewing progress
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability.
- To remove barriers to integration and participation by providing individual or small group interventions, in some cases, and help children understand their needs and how to meet them.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with Sensory and Emotional needs and to provide training and support as appropriate, from SEL Lead.
- Develop systems that all pupils designated as being gifted or talented have access to sufficiently challenging activities, primarily in language and maths.

Provision

The school's provision for pupils with SEND is coordinated by the SENCo in collaboration with the psychology department and where appropriate the EY Lead. The school aims to provide a variety of provision by way of:

- In class support either individually or in groups with the support assistants
- Withdrawal support either individually or in small groups with the class teacher, support assistants, SENCo, EY Lead or psychologists and specialist staff.

The school's provision for pupils with Sensory and/or Emotional needs is coordinated by the Psychologist in collaboration with the psychology department. The school aims to provide a variety of provision by way of:

- In class support for the whole class, led by either the SEL Lead or class teacher.
- Individually or in small groups with an appropriate member of the psychology team.

Identification and Assessment

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress which allows the attainment gap to close between the pupil and children of the same age.

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they may have learning difficulties.

Caxton College makes every effort to identify students not making adequate progress as early as possible. The early identification of SEND or the need for additional provision is the key to removing barriers to learning and ensuring students continue to make progress and reach their full potential.

The identification and assessment process involves pupils, parents, class teachers, the school psychologists and SENCo/EY Lead. If appropriate, other professionals will be involved in the identification and ongoing support of SEND/additional provision (henceforth referred to as AP). Possible professional involvement includes; speech therapists, external psychologists, medical staff and occupational therapists. It is important to note, while the SENCo/EY Lead and psychologists oversee the day to day management of pupils with SEND/AP, the main responsibility remains with the class teacher.

Caxton College makes every effort to identify children who are making exceptional progress as soon as possible. The early identification of gifted and talented children is the key to ensuring pupils continue to make progress and reach their full potential.

The school uses the following information when identifying students with SEND/AP

- Teacher referral
- Parental concerns
- Analysis of Early Learning Goals (Early Years)
- Badyg in Year 6 (Psychologist)
- GL CAT4 results (Year 4)
- GL PASS results (Year 4, 5 & 6)
- Observation (SENCo/EY Lead or psychologists)
- Individual assessments (psychologists or SENCo/EY Lead)
- Termly assessments (class teacher, psychologists or SENCo/EY Lead, PLT)
- Results from external testing (GL) in June
- Termly and annual data analysis and pupil tracking (class teacher, psychology department, PLT)

A combination of the assessment methods are used to identify pupils who are making less than adequate progress. Children who are identified as making less than adequate progress will be monitored more closely than the average school population. In the first instance, the child's class teacher will take steps to provide further supported learning opportunities and specific interventions to aid the pupil's academic progression within the classroom environment. If the interventions are successful, pupils will be removed from the monitoring list and teaching, assessment and tracking will revert to that of the general population of the school. If the interventions are unsuccessful, the child will be placed on the school's SEND register and will result in access to SEND/AP Support. A list of pupils who are considered to need support is prepared by the EY Lead for the transition from Reception to Y1.

In some cases the combination of assessments will highlight pupils having greater difficulties or a specific need. On these occasions, students will move straight to the SEND phase and be placed on the SEND register, in some cases will have an Individual Strategy Plan (henceforward referred to as an ISP) and where appropriate access to SEND support. Those pupils identified as Gifted or Talented are extended within the classroom situation.

The Approach and SEND Support

When a teacher or SENCo/EY Lead identifies a child with learning needs, the teacher will provide interventions that are additional to those provided as part of the school's usual universal design for learning. The triggers for intervention will be underpinned by evidence for a child who:

- makes little or no progress when teaching approaches are targeted particularly in a child's area of weakness
- presents persistent emotional or behavioural difficulties after following the behaviour management strategies outlined in the school behaviour policy
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment and/or intervention
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a universal design for learning.

The aim of formally identifying a pupil with SEND/AP is to ensure effective provision is put in place and to remove barriers to learning.

In some cases, outside professionals will already be involved with the child. Where these professionals have not already been working with the school staff, the teacher or school psychologist may contact them if the parents agree. The Psychologist and SENCo/EY Lead will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring action taken. The child's teacher will remain responsible for working with the child on a daily basis and for planning and delivering the individualised programme. Where it is determined that a pupil does have SEND or needs AP, parents will be formally advised of this.

Some children are identified as needing an Individual Strategy Plan (ISP) to help them to access their class' teaching and learning. The ISP is filled in by the class teacher as a working document and is available in the year group SEND folder for all professionals working with the pupil. This document is also shared with the specialist teachers and other staff, if deemed necessary. The document will be updated as necessary, the SENCo/EY Lead is responsible for uploading the most up to date version onto the system (academic comments), at the end of each academic year.

The support provided by the use of these strategies consists of a four – part process:

- Assess
- Plan
- Do
- Review

Although teachers continually assess, plan, implement and review their approach to teaching all children, where SEND is identified this process becomes more personalised.

Assess

The school uses information from the identification stage to assess and analyse the child's needs, strengths and specific areas for development. If required, advice and assessment from other professionals may be sought at this stage.

An overall picture of the child, information obtained during the assessment phase and long-term objectives are recorded on the final ISP. This is available in the year group SEND folder for all professionals working with the pupil and on the individual's Pupil Profile in Academic Comments at the end of each academic year.

Assessment is also continuous throughout the cycle. It is essential to regularly review the interventions and support to ensure maximum progress and remove barriers to learning.

Plan

The plan is recorded in the form of an ISP. The information from the assessment phase is used to plan the support and interventions required to meet the specific objectives in the ISP. ISPs are working documents and can be amended at any time.

Pupils' ISPs are available in the year group SEND folder throughout the academic year and on

individual pupil profiles at the end of it. All staff working with the pupil should be familiar with the pupil's individual needs and strategies set out.

Parents will be informed of their child's plan and asked for their thoughts and contributions. Their involvement may also be sought to reinforce or contribute to progress at home. This may take the form of additional homework, a recommendation for a private tutor or suggestions of further sensory or emotional activities.

Staff discuss their ISP with pupils, as appropriate and involve them in the updating process.

Do

The class teacher is directly responsible for all pupils in their class, even when they are receiving support from a support assistant or other specialist staff, within or outside the classroom. Pupils may receive additional support from the AHT, assistant to psychologist and/or the sensory and emotional integration specialist if the needs are behavioural or emotional.

The ISP is implemented by the class teacher, support assistants, and additional professionals (if required). This is supported and monitored by the school psychologist and SENCo/EY Lead. Progress is regularly discussed between class teacher, support assistants, SENCo/EY Lead, psychologists and additional professionals, in any combination, as appropriate. The class teacher and the SENCo/EY Lead use this information as part of the assessment of progress and when evaluating the impact of the intervention/strategies. The SENCo, another member of the psychology department or /EY Lead, will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of the ISP, where appropriate.

Review

Reviews of ISPs take place as appropriate. During the review process, teachers analyse the information from ongoing plans, the pupil's work, assessments, observations, pupils and parents feedback with the SENCo/EY Lead. The SENCo/EY Lead meets with individual teachers and support assistants to discuss the impact of the support, interventions and the pupil's progress in relation to the objectives. During this meeting, the teacher and SENCo/EY Lead will also discuss actions, assessment and the future actions required for the next cycle.

Pupils and parents are involved in this stage of the cycle. Their views are obtained about the success of the support and interventions. They are also provided with information about progress, achievement and future actions.

Pupils With Significant or more complex SEND

There may be circumstances where Caxton College is unable to meet a pupil's special educational need within the normal school resources. On these occasions, parents will be met to discuss the best course of action for their child, which may be inviting external professionals to come in and observe or deliver intervention to children. It may also mean employing an adult to give 1:1 support to a child, throughout the day.

Roles And Responsibilities:

Primary Leadership Team

The role of the PLT involves:

- Regular analysis of pupil tracking and progress
- Allocating and monitoring appropriate staff and resources for SEND
- To ensure that staff are delivering high quality teaching scaffolded for individual pupils. This is implemented and monitored through the performance management process, progress meetings, wonder walks and the school development plan
- Monitoring teachers' planning and ensuring it meets the needs of all learners during Pupils progress meetings.

Psychologists

The psychologists will:

- Ensure staff are aware of the importance of early identification of children with special educational needs
- Oversee any external diagnosis of learning difficulties in Early Years and Primary children
- Suggest action and interventions for children with specific learning difficulties
- Liaise with external professionals that intervene with pupils with specific learning difficulties.
- Advise teachers about children with specific learning difficulties in class Advise parents of children with learning difficulties at home
- Advise parents on any behavioural difficulties, possibly alongside Assistant Head John Fraser
- Promote healthy family educational practices amongst parents by offering termly parental talks and videos
- Liaise with the SENCo/EY Lead regarding the provision and support for pupils with special educational needs in the school
- Liaise with the SEL Lead regarding the provision and support for pupils with sensory & emotional needs in the school
- Liaise with the PLT regarding pupils' general progress
- In some cases, deliver specific interventions
- Observe in classes and feedback to teachers about possible strategies
- Complete individual questionnaires/tests with children if appropriate

Special Educational Needs Co-coordinator

The SENCo will:

- Oversee the day-to-day operation of the school's SEND policy
- Identify the barriers to learning and coordinate provision and support for pupils with special educational needs within the school
- Liaise with the school psychologists and other members of the PLT regarding SEND and low attainment/slow progress
- Advise on a graduated approach to providing SEND Support
- Liaise with class teachers and support assistants to advise, inform and support them in their roles

- Liaise with parents of children with SEND
- Provide interventions for SEND students who are particularly at risk
- Provide interventions for gifted and talented pupils, where deemed necessary
- Chair a formal annual meeting with parents with the most significant SEND
- Oversee the records of all students with special educational needs
- Work in collaboration with the psychologists to maintain and update the SEND register
- Contribute to discussions and liaise with parents of students with special educational needs alongside the class teacher
- Advise on formal termly reviews of students with ISPs
- Contribute to training and support of school staff in meeting the needs of students with special educational needs

The Early Years Lead

- Help to identify the barriers to learning and coordinate provision and support for pupils with special educational needs within the EY
- Liaise with the school psychologists and other members of the PLT regarding SEND and low attainment/slow progress
- Advise on a graduated approach to providing SEND Support
- Liaise with class teachers and support assistants to advise, inform and support them in their roles
- Liaise with parents of children with SEND
- Provide interventions for SEND students who are particularly at risk
- Provide interventions for gifted and talented pupils, where deemed necessary
- Chair a formal annual meeting with parents with the most significant SEND
- Oversee the records of all students with special educational needs
- Work in collaboration with the psychologists to maintain and update the SEND register
- Contribute to discussions and liaise with parents of students with special educational needs alongside the class teacher
- Advise on formal termly reviews of students with ISPs

SEL Lead

- Develop existing skills of all staff in the identification of and provision for pupils with Sensory and Emotional needs and to provide training and support as appropriate
- Suggest action and interventions for tier 2 and 3 children with additional Sensory and Emotional needs, as appropriate.
- Advise teachers about tier 2 and 3 children with additional Sensory and Emotional needs, as appropriate.
- When appropriate SEL Lead meet parents to outline activities that can be carried out at home to meet the individual's needs and explain the support given in school
- Liaise with the psychologists regarding the provision and support for pupils with sensory & emotional needs in the school
- Liaise with the PLT regarding pupils' progress
- Observe in classes and feedback to teachers about possible strategies
- Complete individual questionnaires with children if appropriate
- Work with small groups or 1:1 pupils (tier 2 and 3) identified as needing additional support.

Class Teacher

Class teachers will:

- Be responsible and accountable for the progress and development of the pupils they teach; have high expectations of pupils with SEND
- Be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them
- Work closely with the SENCo/EY Lead
- Be well informed of the special needs (educationally, socially & emotionally) and medical conditions of the pupils that they teach
- Implement any advice and teaching strategies given by the SENCo/EY Lead
- Ensure effective deployment of resources, including assistant support, to maximise the outcomes for students with SEND
- Provide high quality teaching for all pupils
- Include pupils with SEND in all class activities
- Ensure their planning includes universal design for learning
- Set challenging targets
- Provide appropriate homework e.g. alternative spelling lists
- Track and monitor the progress of all pupils
- Inform the SENCo/EY Lead of any identified barriers to learning and lack of progress of pupils
- Liaise with parents of pupils with SEND every term, to update them of the progress of their children
- Suggest ways that parents can support their children at home
- Undertake appropriate training on induction
- Identify any additional training needs they require

Support Assistants

Support assistants will:

- Work closely with the SENCo/EY Lead and class teachers
- Be aware of the student's ISPs and provide feedback to the class/subject teacher and SENCo/EY Lead
- Provide support in the classroom under the direction of the class/subject teacher
- Deliver the curriculum under the direction of the class/subject teacher for pupils with SEND/AP or the class in general, while the teacher works with SEND/AP
- Deliver additional teaching/catch up programmes of work as appropriate under the direction of the class/subject teacher
- Liaise with the class/subject teacher regarding the progress of the pupils they have worked with in each session.
- Attend appropriate training

Staff Training and Support

Staff are supported by the SENCo/EY Lead, the psychologists, and SEL Lead throughout the academic year. Special educational needs and Social and Emotional training is provided when needed for teachers and teaching assistants. New staff receive support as part of the induction

process. The psychology department also provides internal or external training in specific special educational and Social and Emotional needs as required for individual pupils or cohorts of pupils.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children. Staff are aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and are three times more likely to be abused by their peers.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Reviewing the Policy

This policy will be reviewed annually to ensure it is in line with the Code of Practice and meets the needs of all students with SEND, requiring additional provision, extension or Sensory or Emotional Support.