

# PENDRAGON COMMUNITY PRIMARY SCHOOL



## **Policy on Assessment of and Provisions for Pupils with Special Educational Needs and Disabilities (SEND)**

**Lead person: SENDCO**

**Agreed staff: May 2021**

**Agreed (Governors): May 2021**

**Review: May 2024**

## **Part 1: Principles**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014/Dec 2015
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with staff of Pendragon Primary School in consultation with Governors and parents.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, and the Accessibility Plan. It is an essential part of all curriculum policies.

### **Definitions**

Pendragon Primary School identifies pupils as having Special Educational Needs or Disability (SEND) if they meet the definition as set out in the SEND Code of Practice (DfE, Sept 2014):

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.

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 or mainstream post-16 institutions

A disability as defined under the Equality Act 2010 is: "a physical or mental impairment which has a long term and substantial adverse effect on (the pupil's) ability to carry out normal day-to-day activities".

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of the same age.

### **Guiding principles**

At Pendragon Primary School, we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best

- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## **Objectives**

At Pendragon Community Primary School, we aim to:

- give children with SEND full access to a broad, balanced and relevant curriculum;

## **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs & Disability Coordinator (SENDCO) in conjunction with the SEND Link Governor from the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for Education, Health and Care Plans, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

## **The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school.**

The school's provision for pupils with SEND will be coordinated by the SENDCO for the school.

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. At Pendragon Primary School, the SENDCO is part of the school leadership team.

The SENDCO liaises closely with the school's Pupil Premium Champion, to ensure that funding is used appropriately and effectively for children with SEND who are in receipt of Pupil Premium funding.

The SENDCO has 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 Education, Health and Care Plans (EHCP).

The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- liaising with the Pupil Premium Champion where a child with SEND has Pupil Premium funding;
- liaising regularly with the SEND Link Governor and jointly producing a SEND Annual Report to Governors

- advising on the graduated approach to provide SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- keeping the SEND School Information Report up-to-date on the school's website;
- ensuring that the school keeps the records of all pupils with SEND up to date.

## **Admissions and Inclusion**

The school admits pupils with already identified SEND, as well as identifying and providing for pupils not previously identified as having SEND. The admission arrangements for pupils with SEND who do not have an EHCP are the same as for the school as a whole.

The school is designed with access for disabled pupils in mind, and ensures that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled. Provision will be made at the earliest opportunity to make any necessary adaptations. (Please see the Accessibility Plan on school website for further details).

The school seeks to promote inclusion through:

- a broad and balanced curriculum for all pupils
- an inclusive ethos
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

## **Definitions of SEND**

There are four broad areas of special educational need:

### 1. Communication and Interaction

This includes children who have speech and language delay, impairments or disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, and children with social communication difficulties or a diagnosis within the autistic spectrum.

### 2. Cognition and Learning

This includes children who learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

### 3. Social, Mental and Emotional Health

This includes children who have difficulty in managing their relationships with other people, are withdrawn, or behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

#### 4. Sensory and/or Physical Needs

This includes children who have visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Children must not be regarded as having SEND solely because of the language or form of language of their home is different from the language in which they will be taught. Children with poor behaviour, looked after children, poor attendees or those with medical need will not necessarily be considered as having special educational needs. There may be a range of considerations that affect progress and attainment but these, in isolation, are not SEND issues.

### **Part 2: Practice**

*Please see also the SEND School Information Report on the school's website.*

#### **How pupils with special educational needs are identified and their needs determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where concerns are raised about a child's progress, the class teacher, SENDCO and parents will collaborate on identifying needs and planning appropriate support for individual pupils.

Initial identification may be made through:

- Liaison with Pre-School settings or previous schools;
- Assessment data showing the child is performing significantly below age-related expectations, or is failing to progress;
- Concerns raised by parents / carers;
- Concerns raised by teachers or other adults working in school;
- Liaison with outside agencies.

Following concerns being raised, the class teacher will review the available evidence, consult with parents / carers and the child, carry out further assessments as necessary and liaise with the SENDCO.

High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. Interventions are planned and reviewed on a termly basis within each team, and a Provision Map is drawn up for each child, identifying group and individual support.

Where concerns continue despite strategies identified above, the child will be placed on the SEND register. At Pendragon, the register has two specific sections: *School Support*, and *Education, Health and Care Plans (EHCPs)*

#### **School Support**

All children who do not have an EHCP are registered as school support. The provision for the child is recorded through the Graduated Approach – Assess, Plan, Do, Review. Individual interventions and support is recorded on the provision map and is reviewed each term or half term depending on the targets set.

The class teacher, in consultation with the SENDCO is responsible for assessing the child's needs, monitoring progress, delivering appropriate interventions and keeping the provision maps up to date.

#### Assess

- Analyse pupil's needs
- Teacher's assessment, experience of pupil, data on progress & behaviour, views of parents
- Review regularly

#### Plan

- Notify parents
- Identify interventions & support
- Inform all teachers and support staff who work of child of the needs -

#### Do

- Subject teacher / form tutor responsible for working with pupil of a daily basis
- Subject teacher takes responsibility for group interventions away from the class
- Subject teacher involved in planning and assessing impact of interventions

#### Review

- Review plan on a termly/half termly basis
- Interventions should last half a term
- Subject teacher, with SENDCO revised support in light of pupil's progress and development

### **Education, Health and Care Plans**

In some cases, children will have a wide range of complex issues, including health and welfare, which are affecting their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care Plan, which will be drawn up in consultation with parents, child and services. Once a pupil has an EHCP naming Pendragon Primary School, the SENDCO will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them, and that any funding provided is used appropriately. The class teacher reviews outcomes from the EHCP termly and there will be a statutory annual review of the EHCP.

For further information on EHCPs please see the Local Authority's Local Offer.

**<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp>**

### **Seeking support from outside professionals**

Outside agency input may be requested in order to fully assess the nature of the need, help with planning more specific interventions, or to provide support at home. In order to access

this support, the SENDCO together with class teacher and parents will make referrals to any of the following outside agencies:

- Early Help Hub - to support with behaviour at home
- Speech and Language Therapist
- Community Paediatrician
- Occupational Therapist
- Physiotherapist
- SEND services – specialist teachers
- Educational Psychologists
- Art/play Therapists
- Teacher of the Deaf
- Teacher of the visually impaired

The SENDCO liaises with outside agencies, and ensures that reports are shared with all relevant members of staff and parents.

The class teacher, in collaboration with the SENDCO, has responsibility for ensuring all steps in the Graduated Approach are followed.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers.

We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education;
- working effectively with all other agencies supporting children and their parents;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision;
- ensure that parents and carers are aware of agencies that can provide support and advice such as Pinpoint and SENDIASS.

<https://www.pinpoint-camb.org.uk/>

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress. We endeavour to involve all pupils fully by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- reviewing their targets
- working with learning and behaviour mentors where necessary
- Annual reviews

### **Transition**

At Pendragon Primary School we have an Open Evening during the summer term, to which parents are invited, enabling them to meet the new teacher and discuss any concerns. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to secondary school will have a planned transition programme. The SENDCO from the secondary school is invited to a review meeting in the Year 6, and additional visits to the secondary school are arranged as appropriate.

Children entering Foundation Stage visit the school on a number of occasions prior to the beginning of the new school year, and school staff, including the SENDCO, visit pre-school settings. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in review and transition meetings for children causing concern.

### **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance.

### **Managing Medical Conditions**

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 children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Pendragon Primary School, we support children, where possible, with medical conditions. An Individual Health Care Plan is drawn up for the child, and staff training arranged as necessary.

### **Training and Resources**

Training needs are identified by staff themselves or by the SENDCO to meet the needs of children in school or those known to be coming into school.

The SENDCO regularly attends LA briefings to keep up to date with local and national developments and to share best practice.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures, including discussion of the needs of individual pupils.

### **The Role of the Governing Body**

The Governing Body endeavours to ensure the best possible provision for pupils with Special Educational Needs and Disability at Pendragon Primary School. All governors understand their duty of care. The governing body must publish information on their website about the implementation of the school's policy for pupils with SEND. The information is

published in the School Information Report, which will be updated annually, and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

A Link Governor, with a specific remit for SEND and Pupil Premium, liaises closely with the SENDCO and Pupil Premium Champion at least once each half term and ensures the full governing body is regularly updated as per the recommendation within the SEND Code of Practice.

The SENDPP Link Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities;
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all;
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children;
- be aware of the implementation and effectiveness of the school's policy by monitoring a range of aspects of SEND, for example:
  - The existence of accurate and up to date record keeping, including achievements;
  - Feedback from pupils, parents and staff;
  - The standards and progress of pupils with SEND;
  - Awareness of the nature of needs and the demands these make.

**Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

**This policy can be accessed through the school website ([www.Pendragon-primary-school.cambs.sch.uk](http://www.Pendragon-primary-school.cambs.sch.uk)) or as paper copy, if requested, from the school office.**