



# **CLEVE HOUSE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

**The SEND Coordinator is Mrs S Pugh  
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**Whenever reference is made to Cleve House School (CHS) in the policy, this includes Little Cleve Nursery.**



## **CLEVE HOUSE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

This policy is written in compliance with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

### **Rationale:**

Cleve House School (CHS) is committed to providing an appropriate and high quality education to all the children attending the school. We believe that all children, including those identified as having 'special educational needs', have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

CHS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development; or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At CHS, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

CHS sees the inclusion of children identified as having 'special educational needs' as an equal opportunities issue. We aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from a 'SEND' approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

## **Objectives**

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs and disabilities.
- 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 by class teachers, SENDCO, and support as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us, well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage of planning to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

## **Arrangements for coordinating SEND provision**

- The SENDCO will meet with each class teacher at least once a term to discuss additional needs concerns and to review IEPs.
- At other times, the SENDCO will be alerted to concerns by class teachers.
- The SENDCO will discuss issues raised with the class teacher within one week of being alerted.
- Where necessary, reviews will be held more frequently than once a term.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches in inclusion, e.g. differentiation, varied teaching styles.
- The SENDCO, together with the Head Teacher, monitors the quality and effectiveness of provision for pupils with SEND through feedback from teacher, child and parent/carer.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO, and by teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENDCO and the Headteacher, in line with current pupil needs, educational initiatives and the budget.
- Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## Identification and Assessment Arrangement, Monitoring and Review Procedures

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Class tests
- Qualitative assessment by class and specialist teachers.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing diagnosis of SEND
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional one to one support, or small group work both inside and outside the classroom.

## Differentiated Curriculum Provision

- In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.
- Under these circumstances, a child's needs will be provided for within the whole class. planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- **Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.
- The school uses the definition of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:
  - Closes the attainment gap between the child and their peers
  - Prevents the attainment gap from growing wider
  - Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
  - Matches or betters the child's previous rate of progress
  - Ensures full access to the curriculum
  - Demonstrates an improvement in self-help or social or personal skills
  - Demonstrates an improvement in the child's behaviour

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
  2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.
- Where needs are similar it may be appropriate to support these children within a small group, focussing on the common needs.
  - Both groups of children will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently with differentiated curriculum support.
  - Support will be provided by the SENDCO and Support Teacher.
  - A child receiving SEND Support will have an Individual Education Plan (IEP) and a record of school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.
  - **Monitoring** will be carried out by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.
  - Individual Education Plans will be reviewed twice a year, although some pupils may need more frequent reviews. The SENDCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.
  - As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to call in specialist services such as Speech and Language Therapy (SLT).

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

This procedure would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving outside support will have an Individual Education Plan. Monitoring will take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of additional support, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan (EHCP).

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current 'Criteria for making a statutory assessment'.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

## **The School's Arrangements for SEND and Inclusion In-Service Training**

- The SENDCO attends regular cluster meetings to update and review developments in Special Needs Education and Inclusion.
- Additional Needs and Inclusion issues are targeted each year through training and individual professional development
- In-house Additional Needs and Inclusion training is provided through staff meetings by the SENDCO and external professional agencies.
- All staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.
- The SENDCO liaises frequently with a number of other outside agencies, for example Speech and Language Therapy and Occupational Therapy, Teacher of the Deaf
- Parents/carers are informed if any outside agency is involved.

## **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting or have a follow up meeting. Parents/carers are able to make other appointments on request.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers.
- Regular communication between school and home will ensure that concerns are promptly acted on.



### **Links with other Schools/Transfer arrangements**

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue, the SENDCO will telephone to discuss the child's needs. CHS will forward details of children's particular needs and the additional provision they have received when they transfer from CHS to new schools. The SENDCO will discuss these children with other schools on request.
- There are many voluntary organisations supporting SEND. The SENDCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

### **Inclusion Principles**

- Staff at CHS value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

### **Access to the Environment (see also School Access Plan)**

- CHS is on a single site with Key Stage 1 and 2 pupils housed in a 3 storey building. Entrance is through a security gate to a rear playground and a separate single storey modern hall/dining facility is on site. Classrooms and toilet facilities are available on the ground floor.

### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. The school will endeavour to ensure that all children, including those with disabilities, are included in all activities.
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may be planned where this is appropriate.

**Date:** September 2019

**Review Date:** September 2020