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*Excellence, Respect, Friendship*

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**CAWSTON GRANGE PRIMARY SCHOOL**

## SEND Policy

Cawston Grange Primary School

February 2024

## Aims

At Cawston Grange Primary School, we have three core aims that underpin all aspects of our life at school: excellence, respect and friendship. We aim for all our pupils, including those with Special Educational Needs and Disabilities (SEND) to have a breadth of opportunity that opens their eyes to the world around them. This policy sets out how we seek to achieve this for our learners with SEND. It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE, (February 2013)
- SEND Code of Practice 0 – 25 (January 2015)

It should also be read in conjunction with the school's Accessibility Plan and Behaviour Policy.

## Who is responsible?

The named SENDCO (Special Educational Needs and Disabilities Co-ordinator) is Mrs Claudia Paterson, who has developed this policy in consultation with the school's senior leadership team and trustees. She is responsible for overseeing the day-to-day operation of this policy, as part of the wider senior leadership team, as detailed below:

### Headteacher: Mrs Kate Worthington

*The Headteacher is responsible for the day-to-day operation of all aspects of school life, including SEND, and for leading the school's strategic direction.*

### SENDCO: Mrs Claudia Paterson

*The SENDCO is responsible for overseeing the day-to-day operation of the SEND policy in school, including the following (in line with the SEND Code of Practice 2015):*

- *Co-ordinating provision for children with SEN*
- *Liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *Advising on the graduated approach to providing SEN 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 SEN*
- *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 headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *Ensuring that the school keeps the records of all pupils with SEN up to date*

## **Class Teachers**

*Class teachers are responsible for the day-to-day education of all children in school, including those with SEND. This includes:*

- *Making adjustments to their teaching in order to meet different needs*
- *Creating a classroom environment in which everyone can learn*
- *Acting on the advice of external agencies*
- *Referring children to the SENDCO where they have concerns*
- *Overseeing the daily work of teaching assistants supporting pupils*
- *Being the first point of contact for parents*
- *Ensuring that children with SEND receive timely intervention to support their needs.*

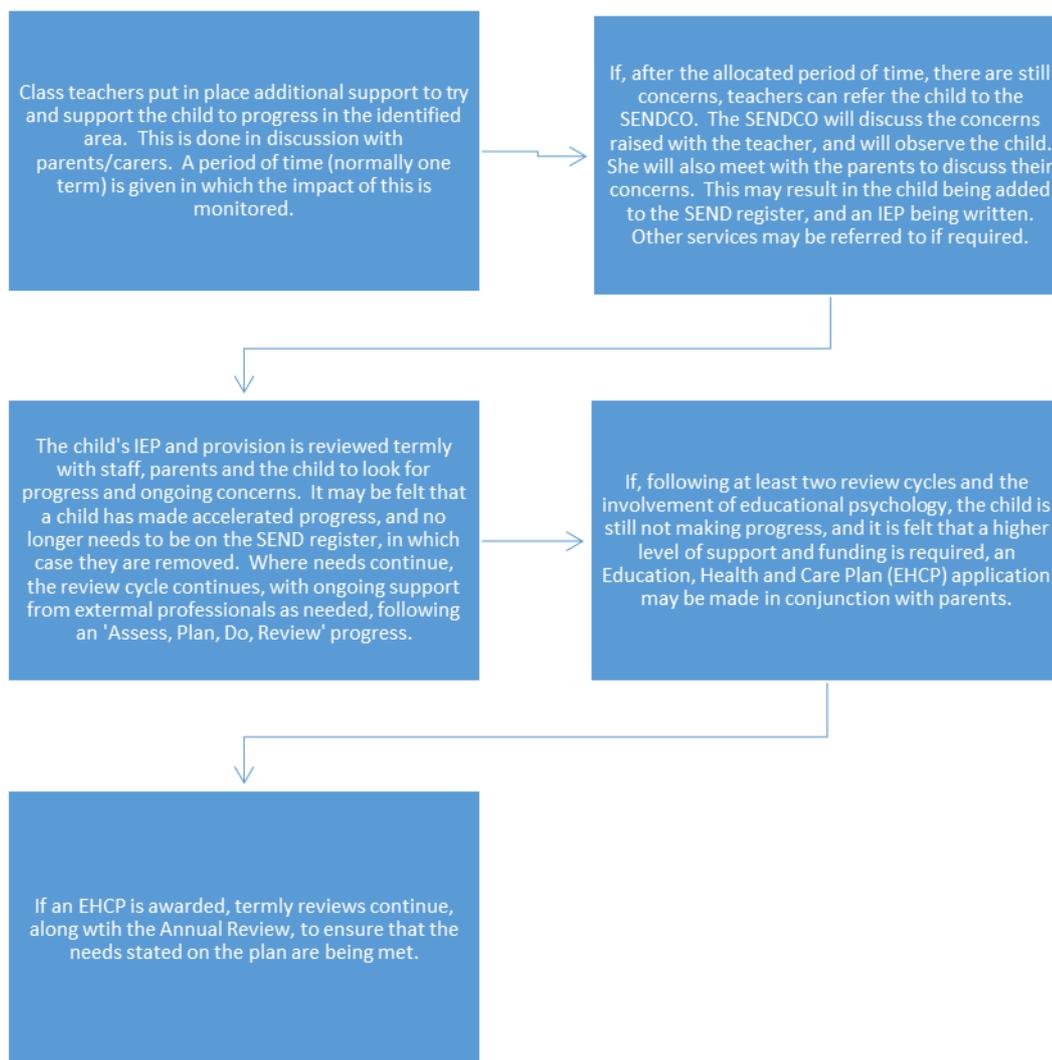
### **What do we mean by ‘Special Educational Needs’?**

In line with the SEND Code of Practice 2015, a child has Special Educational Needs if they ‘have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ This will mean that they have significantly greater difficulty learning than peers of the same age, or have a disability which hinders their ability to access the same facilities and curriculum. These needs will mean that they require support in school that is ‘additional to or different from’ that generally required by their peers in order to progress (SEND Code of Practice, 2015).

### **How do we identify pupils with SEND?**

Some children join in Reception already with diagnosed additional needs or disabilities, or already receiving additional support from services such as the NHS Speech and Language team (SALT) or Integrated Disability Service (IDS). These pupils are normally identified prior to their starting at school, following meetings with external nurseries, or the parents/guardians themselves. They are added to the SEND Register at Cawston Grange, with consent of their parents or guardians, to ensure that their support continues and is monitored as described subsequently.

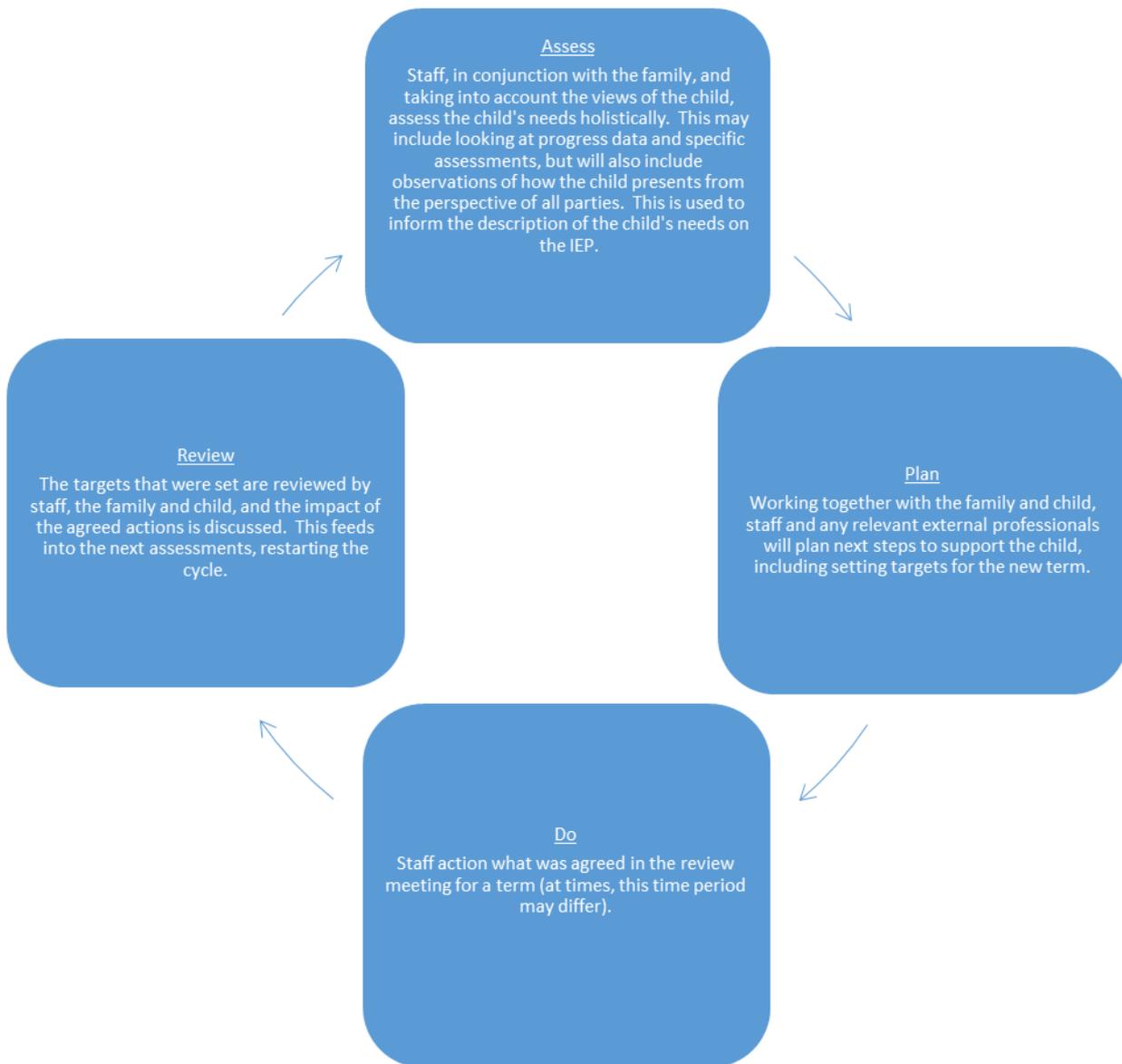
For other children, their needs may only become apparent during their time at school. Staff receive regular training in different types of need, and may notice that a child is requiring additional support. Equally, monitoring by teachers and senior leaders of pupil progress can indicate children who are not making expected progress, or parents may come to the school expressing concerns that their child may have a need. In this scenario, the following pathway is followed:



In exceptional circumstances, a child with no previous SEND may experience a life event resulting in disability or significant learning need. In this scenario, an EHCP can be applied for without previous review cycles having been completed.

### How do we monitor pupils with SEND?

All pupils on the SEND Register have an Individual Education Plan (IEP). This is a document that states what provision the school is making to support the child, both in and out of class, and includes termly progression targets. The IEP supports the school, alongside the family, to engage in a termly 'Assess, Plan, Do, Review' (ADPR) cycle:



The ADPR cycle is recorded formally in the child's IEP, including the minutes from review meetings. This is shared termly with families.

In addition to the ADPR cycle and IEPs, the SENDCO monitors the achievement of children on the SEND register using achievement and progress data which is reported termly for all children. Provision for SEND pupils is monitored through learning walks and observations, and in conversation with staff.

### **What support do we offer pupils with SEND?**

The SEND Code of Practice 2015 outlines four broad categories of need into which children with SEND fall:

- **Communication and Interaction:** this includes children with speech and language difficulties, and social communication difficulties such as autism.
- **Cognition and Learning:** this includes children with specific learning difficulties such as dyslexia, general learning difficulties, difficulties with processing and working memory, and other related difficulties.

- Physical and Sensory: this includes children with sensory impairments such as vision impairment or hearing loss, and physical disabilities such as cerebral palsy.
- Social, emotional and mental health: this includes children experiencing difficulties managing their emotions and mental health, including diagnosed mental health conditions.

At Cawston Grange, in line with the SEND Code of Practice 2015, we offer three levels of SEND support: universal, targeted and higher needs. These are defined as follows:

### Universal

This level is also known as Quality First Teaching; teaching that emphasises high quality, inclusive teaching for all pupils in a class. It describes the support which is available to all pupils. It includes (but is not limited to) adaptations to teaching styles and resources (such as a visual timetable) to ease anxiety or help with letter formation.

### Targeted

This is the level of support which will be received by some pupils if they do not make expected progress with universal provision in place. It includes interventions to support numeracy skills, reading, spelling or fine/gross motor skills. At this support level, a pupil may not have an identified special educational need.

### Higher Needs

This is the highest level of support pupils can receive at school. It is also known as specialist support and is for pupils with an identified special educational need or disability. It might include a specialist intervention, such as a bespoke social skills programme or SALT programme.

Within school, a range of evidence-based interventions are used, designed to support specific needs and increase a child's progress in the given area. The impact of these is monitored by the SENDCO, and used to inform the 'assess, plan, do, review' cycle for each child. This is also supported by the work of the school's Child and Family Support worker.

Where necessary, external professionals may be referred to with a parent's consent to offer more specialised support and advice. This includes, but is not limited to:

- The Specialist Teaching Service
- Educational Psychology
- Integrated Disability Services (IDS)
- Counselling services
- Therapy Dogs
- NHS Speech and Language Team

As a school, we work closely with external professionals to ensure that a child's needs are met.

### **How are teachers supported to teach children with SEND?**

At Cawston Grange, in line with the SEND Code of Practice 2015, we firmly believe that 'all teachers are teachers of SEND'. It is the responsibility of each classteacher to offer the day-to-day provision for all children in their class, following the guidance of both the SENDCO and other external professionals as needed. Likewise, teachers are responsible for directing teaching assistants within their classrooms, to ensure that they are used effectively to support the progress of all pupils.

All staff receive ongoing training to support them to meet the needs of pupils with SEND, and understanding their responsibilities in this area. This is delivered regularly by the school SENDCO as part of the school's staff training programme. External professionals are also employed to deliver more specific training, often relating to individual needs. The SENDCO works with the senior leadership team to identify staff training needs, and provide relevant training to both teachers and teaching assistants.

At times, staff may be given individual training relating to highly specialist needs of individual pupils with EHCPs. This is particularly the case where an EHCP specifies that a certain approach is required.

Staff are further supported to meet the needs of pupils in their classrooms by using the Warwickshire Local Offer, and in particular the Warwickshire SEND Inclusion Guidance, which is available at <https://www.warwickshire.gov.uk/send-inclusion-guidance>

### **How do we work with families?**

In line with the SEND Code of Practice 2015, we believe that developing a close working relationship with the families of pupils with SEND is key to success. We have an open door policy, and encourage parents to speak to a staff member as soon as any concerns arise.

Parents attend review meetings with the SENDCO and their child's class teacher termly. These meetings are a key part of our 'Assess, Plan, Do, Review' cycles, and parent views are recorded as part of this, alongside the views of professionals and the child where appropriate. In addition to this, the SENDCO is in regular contact with parents on a needs basis. Parents have the SENDCO's email address, as well as the school number, and are encouraged to make contact at any point where they feel they need to.

In addition to this, the school's Child and Family Support worker is Mrs Noreen New. Mrs New is available on the school gate in mornings and evenings, for 'ad hoc' parent conversations. She works closely with families of children with SEND where it is felt that she may be able to offer emotional support, or support for families to access services, including through the Early Help pathway. Staff, parents and children themselves can refer to Mrs New, who supports on a needs basis.

### **How do we support children with SEND to transition?**

At Cawston Grange, we recognise that transitioning to a new school (whether starting in Reception, leaving in Year Six, or at another time) can be challenging for all children, especially those children with SEND.

As soon as Reception places are allocated for the coming academic year, we contact Early Years settings that children are currently attending, and discuss any children who may have additional needs. From this, parents are contacted as needed by the SENDCO to develop an understanding of that child's needs before they start, and start to develop the child's IEP. Where needed, additional school visits can be arranged before the child starts to support them to feel settled in their new environment. Equally, children whose parents have indicated that they have SEND on application paperwork are contacted.

When children with SEND enter the summer term of Year Six, the SENDCO contacts their receiving secondary schools in order to discuss children with SEND. This can include advising secondary settings of children who would benefit from additional transition support, and making schools aware of each child's needs. Where a child has an EHCP, the receiving secondary school are invited to the child's Annual Review that year.

At times, children with SEND can join during the school year. We encourage parents to contact us before their child starts, so that we can meet and understand what support they will need prior to starting.

February 2024

Review: February 2025