



## Special Education Needs and Disability Policy 2022-25

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Governors Approved:

A handwritten signature in blue ink, appearing to read 'D. Kissane', is positioned above the 'Governors Approved' text.

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‘Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence’

SEN Code of practice January 2015

## INTRODUCTION

The school believes that all children, whatever their abilities have an entitlement to an accessible, broad and balanced curriculum, tailored to their individual needs. The school will seek to ensure that the special educational needs of pupils are identified, assessed and met in an appropriate and efficient manner. As far as possible, pupils with special educational needs will be fully integrated into the life and the curriculum of the school community, and will be taught alongside other pupils. Parents will be kept fully informed and their views will be valued at all times. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## AIMS

- To encourage aspiration, independence and confidence for children with SEND.
- To ensure that pupils with SEND are included in all school activities through an inclusive whole school approach
- To ensure that all pupils have access to a broad and balanced curriculum through differentiation appropriate to individuals’ needs.
- To ensure the early identification of all pupils requiring SEND provision.
- To evaluate individuals’ needs through the graduated approach.
- To ensure parents and pupils with SEND are kept fully informed of progress and attainment whilst being involved in all decisions affecting SEND provision through structured, regular conversations.

## DEFINITION

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made; if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so special educational provision was not made for the child

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

## ADMISSIONS

Causeway Green strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## ROLES and RESPONSIBILITIES

### SENCO

- Embedding the principles of inclusion throughout the school
- Ensure the SEND Code of Practice is carried out
- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records and analysing data
- Liaising with parents
- Contributing to staff training through effective CPD
- Liaising with external agencies, LA services, Health and Social Services, and voluntary bodies
- Evaluating interventions and ensuring value for money
- Liaising with Governors regarding progress
- Completing statutory paperwork for EHCP assessments (applications, annual reviews)

### CLASS TEACHERS

- Being aware of the school's procedures for assessment, identification and provision for pupils with SEND
- Collaborating and liaising with the SENCO to decide outcomes and the action required to support the pupil; including support from external agencies
- Working with the SENCO to collect all available information on the pupil
- Working with Support Staff through clear and regular communication regarding pupil progress and individual needs
- Develop appropriate outcomes for pupils with SEND, together with the SENCO where appropriate and choosing interventions to meet individual needs
- Identifying pupils of concern and subsequently planning next steps through- assess, plan, do, review
- Planning and delivering Quality First Teaching which takes into consideration pupils with SEND individual needs
- Developing constructive relationships with parents and pupils meeting with them 3 times a year to discuss progress and provision
- To have high expectations and aspirations for all children; including those with SEND.

### SUPPORT STAFF

- Deliver specific programmes of support (including those set by external agencies)
- Support small groups of children within lessons to scaffold learning leading to independence considering individual needs
- Working with teachers and the SENCO to evaluate interventions and inform staff about pupil progress and attainment towards outcomes and barriers to learning
- To assist teachers with reviewing, evaluating and updating the school provision map
- To update pupils individual SEND records
- Seeking advice from the SENCO when needed
- Developing constructive relationships with parents and pupils; meeting with them if needed to discuss progress and provision
- To have high expectations and aspirations for all children; including those with SEND

### THE HEAD TEACHER

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO / SEND team
- Ensuring that parents are aware that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring the principles of inclusion and the SEND code of Practice is embedded through a whole school approach

### THE GOVERNING BODY

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that the SENDCO keeps them informed about the success of the SEND provision in school including outcomes
- Ensuring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

### FUNDING AND ALLOCATION OF RESOURCES

All schools in Sandwell receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The Notional SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. Any additional funding will need to be acquired through application of an EHCP (Education Health Care Plan).

Additional funding from the school's own budget is used to allow us to maintain a high level of LSA/LSPs support to benefit all groups of children.

The school's online platform Edukey outlines interventions and support provided across the school for all pupils including those with SEND.

## IDENTIFICATION OF CHILDREN WITH SEND

### AREAS OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties.
- Sensory and/or physical

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Identification takes place through the graduated response, through a cycle of assessing pupil needs, planning to meet these needs, putting actions in place then reviewing the effectiveness of these actions. When pupils are identified as having SEND, the school will intervene through class level interventions, then through SEND support. At this point the pupil will be added to the register with consent from parents where advice from external agencies will be requested if needed.

### EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment
- Their performance in E.L.G. & N.C. judged against End of Year descriptions
- Pupil progress in relation to national age-related expectations
- Standardised screening or assessment tools, e.g. Wellcomm language screening, Little Wandle placement assessments

### ASSESSMENT OF CHILDREN WITH SEND

For pupils with identified SEND the SENCO/Class teacher will use the graduated approach of Access, Plan, Do and Review and the school's assessment and tracking system records to:

- Provide baselines for interventions
- Identify gaps within children's learning
- Identify the need for support within the class
- Assess barriers to learning and Identify desired outcomes.
- Ensure on-going observations and assessments provide regular feedback on achievements and learning experiences and use these to plan next steps in learning

## SOCIAL, EMOTIONAL AND MENTAL HEALTH

The school has a whole school behaviour policy (Behaviour Recovery), which is based on mutual respect, clear boundaries and positive praise. Children are encouraged to reflect on

their behaviour choices and teachers and LSPs will support children in this process. The Jigsaw programme is used for PHSE lessons and the school adopts the principles of the healthy school's initiative. Children's views are valued and acted upon throughout the school. Staff are trained in emotion coaching training and this is applied throughout the school's daily practice.

For children needing a little more focused support, we have a range of different interventions we can offer to support children both internally and externally run by specially-trained staff. We also have a mentor trained in the National Children's Mentor qualification to support small groups or individual children. Children may be referred to Inclusion Support, CAMHS or a Point of Access referral made if additional help is needed. The school have staff trained in TeamTeach, this training is used to help children recover their behaviour in a safe way using a range of de-escalation strategies. Staff are trained to mediate and diffuse situations as they arise. Staff will assess risk on an individual basis and physical intervention will only be used as a last resort, when all other options have been exhausted. If physical intervention is used with a child, the parents, headteacher and SENDCO will be informed and a physical intervention record made.

'Reasonable force can only be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.'

(DFE, Use of reasonable force: Advice for Head teacher, staff and governing bodies, 2013)

#### ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. This does not in itself constitute a special educational need. However, children with EAL who do not make progress may need to be provided with SEN support if it becomes clear that they also have learning or other needs.

#### THE RANGE OF PROVISION

All of our children are taught in their own classes through the delivery of a differentiated curriculum (Wave 1 – Quality First Teaching) and for English and Maths with additional classroom support from LSA / LSPs. There are occasions when other arrangements may be made to give focused support through interventions, these can be in a small group or on a 1:1 basis. (Wave 2 or Wave 3 interventions)

There are a range of programmes carried out in school that are matched to children's particular needs.

#### MONITORING PUPIL PROGRESS

Progress is the main factor in determining the need for additional support. Good progress is that which:

- Narrows the attainment gap between pupil and peers

- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills from the pupils' starting points
- Shows improvements in the way a pupil may manage emotional, social or mental difficulties from the pupils' starting points

The progress of all pupils, including those identified with SEND, is monitored closely on a termly basis within a cohesive whole school approach. These are completed with members of SLT and the SENDCO analyses these to identify children of concern. Where additional or different provision is required, it will be provided through contact with outside agencies. Where concerns remain, despite sustained intervention, and the pupil's needs are complex, the school will consider requesting additional funding from the L.A. to enable us to meet the pupil's needs through Statutory Assessment (EHCP). Parents will be fully consulted at each stage. Each of these intervention stages are detailed in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

#### RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain records of children who are on the SEND register and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Detailed and regular assessment of progress in basic skills (as appropriate to the pupil's needs)
- IPM (Individual Provision Map)
- Correspondence concerning the child's SEND
- Information from parents
- Information from outside agencies

#### STAGES OF SEND

##### SEN OR SEND SUPPORT

SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class

teacher will remain responsible for planning and delivering differentiated work and being aware of any individualised programmes that may be taking place. Parents will be closely informed of the action and results, and provision will be decided upon between parents, school staff and the pupil.

#### PROVISION

LSA/Ps and the teacher will focus on children at SEND support for a significant amount of time when supporting in class, to scaffold independent learning.

#### INTERVENTION

The class teacher, with support from the SENCO as required, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of staff (teacher or LSP) to work with the pupil in class
- Provision of alternative learning materials / special equipment
- Group or 1:1 interventions
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

#### INDIVIDUAL PROVISION MAP (IPM)

When other interventions are provided then strategies for pupils' progress will be recorded on an IPM containing information on

- Outcomes
- Interventions
- Entry and exit data showing impact of interventions
- Evaluation
- Pupil comment
- Parent comment

For children at SEND support the Teacher & LSA/P supporting the child are responsible for setting appropriate outcomes that will be shared with the child and his/her parents. Outcomes should be measurable, attainable, realistic and time related. The IPM provides a teaching plan to support the LSA/P. It also keeps the class teacher updated about work done outside the class. IPMs record only provision which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual outcomes that closely match the pupil's needs.

#### REVIEWS

Progress and interventions are reviewed once each term (December, March and June) and new interventions will be set that have been jointly decided upon between teacher, parents and the pupil. The child's and parents' views on their child's progress will actively be sought.



### SEN OR SEND SUPPORT (EXTERNAL SUPPORT)

SEND support with external agency support is characterised by a sustained level of support and the involvement of external services. Placement of a pupil at this level will be made after a period of consultation with staff from Inclusion Support and then with their agreement a request to Inclusion Support will be made by school (I.S.1).

School can refer to:

- Educational Psychologist
- Specialist advisory teacher for learning
- Specialist advisory teacher for SEMH
- Vision impairment
- Hearing impairment
- Speech and language

Parents are informed and decisions about any provision are made together. External support services will advise on targets / outcomes and provide specialist input. External agencies can also refer to CCAT (complex communication and autistic team).

SEND support with external agency support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at NC levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/social problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### EDUCATIONAL HEALTH CARE PLAN (EHCP)

The purpose of an EHCP is to state the needs and provision of an individual; where personalised outcomes will be devised. The EHCP is the emphasis on education and health professionals working closely together with parents and the child to develop a plan that will effectively meet the needs of a child until the age of 25. The LA will

consider a child for an EHCP if their provision is considered to be beyond what the school can offer. However, the school recognises that a request for an EHCP assessment does not inevitably lead to the child receiving an EHCP.

### Community assessment meeting (CAM)

If the school, parents and external agencies feel a child's needs cannot be met through the school SEN budget then a Community Assessment Meeting will be held (CAM) following consultation with Inclusion Support. This is an informal meeting where all professionals involved with the provision for the child, parents and the child will discuss the child's strengths, aspirations for the future, difficulties and barriers. Then all parties will agree on any next steps. If all people present agree that further assistance is required to meet the child's needs and that the cost of this provision exceeds £6,000 the decision to proceed with the formal request for an EHCP will be taken. The information gathered from the CAM will be used to complete the necessary paper work, with reports from external agencies, a medical document and a parent comment document.

### TIME PERIOD

Once the CAM has been completed the SENCO will submit the relevant paper work to the LA within 6 weeks of the CAM. The process leading to a decision should take 20 weeks. Once complete, the EHCP will have stated outcomes to support the pupil's individual needs. These outcomes will be used to create the pupil's IPM to ensure appropriate and effective costed provision is put in place throughout all areas of school life. IPM's like with SEND support are reviewed with parents 3 times a year.

### ANNUAL REVIEWS OF EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes stated on the EHCP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new outcomes for the coming year
- Cost provision for the year.

For pupils transferring to Secondary schools; it is recommended that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with secondary colleagues

#### EXTRA ORDINARY ANNUAL REVIEW

If at any point a parent, SENDCO or Headteacher of a child with an EHCP have concerns around a child's progress or access to the curriculum, an extra-ordinary annual review can be called earlier than the planned yearly annual review to discuss difficulties and next steps.

#### EVALUATION

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO / SLT
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Progress data for pupils on the SEND Register
- Consideration of pupils' success in relation to IPMs
- School self-evaluation
- The Governors' Annual Report to Parents
- The LA SEND moderation process
- The school SEN action plan

Specific aims and targets will be detailed in the SEND Action Plan each year.

#### LEARNING SUPPORT STAFF

We have an efficient and dedicated team of LSA/LSPs who work throughout the school to effectively meet the needs of our children.

Learning support staff are encouraged to develop specialist expertise, for example, members of staff currently have particular knowledge of: ASD (autism), Nurture / SEMH (social, emotional and mental health) needs and visual impairment.

#### OUTSIDE AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEND. When it is considered necessary, colleagues from these services will be involved with pupils receiving SEND provision:

- Inclusion Support (SENAT-L, SENAT-B, Educational psychologists, SpLD advisory teacher)
- Sensory Support
- School Nurse
- Speech and Language therapists
- CAMHS

#### PARTNERSHIP WITH PARENTS

Causeway Green firmly believes in developing a strong partnership with parents, and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's interests, needs and abilities. The SEN team have an open-door policy and will meet regularly

with parents. We have an effective Parent Support Worker who liaises closely with parents. We are also planning on holding a SEN coffee morning to support parents.

#### CHILD'S VOICE

At Causeway Green we encourage pupils to participate in their learning by sharing their outcomes and progress. They are consulted about their opinions and feelings at each review.

#### LINKS WITH OTHER SCHOOLS / TRANSFERS

We have well developed transition arrangements between home and Early Years at the start of the child's education, between Reception and Year 1 and between Year 6 and our local high Schools. Special transition events take place as children move between each class in the school in the summer term. This benefits all pupils but especially those with SEND as changes to their everyday routines can be very stressful. Additional transition support can be provided if needed (transition policy). All information and records are passed to receiving staff.

#### COMPLAINTS PROCEDURE

As a school we work closely with parents. However, if a concern fails to be resolved then the parent is given the name and contact details of the Chair of Governors.