

Cheapside C of E Primary School



Special Educational Needs and Disability (SEND) Policy

(To be read in conjunction with our policies and procedures on Disability Discrimination, Inclusion, Teaching and Learning, Medical and Nurture Guidelines.)

Introduction

At Cheapside C. of E. Primary School we are a school that truly values each and every individual. Our school vision *'embraces diversity, supports each other's dreams and ambitions, desires and aspirations'* and *'as individuals and a collective, we plan for success which is necessary to reach our shared goals'*.

This policy recognises that some pupils need more support to achieve this vision, and we work as a team to ensure all pupils are part of our inclusive community.

Legislative Background

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student 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;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice (July 2014) also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/studentsupport/SEND

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC Plan). These plans are being supported by an Education, Health and Care Plan Pathway.

Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in RBWM that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More details are available from: https://rbwm.afcinfo.org.uk/local_offer

Special Educational Needs at Cheapside C of E Primary School

1 Aims and objectives

In making provision for pupils with SEN, our aims and objectives are:

- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to create a learning environment that meets the needs of every child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible appropriate age;
- to ensure that all partners, including staff and parents understand and fulfil their roles and responsibilities in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

2 Educational inclusion

At Cheapside C of E School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The class teacher is responsible for the progress and achievement of all pupils in their class. All staff respond to all pupil's needs by:

- planning to meet children's individual learning needs and providing support by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

3 Identification of need and the 'graduated response'

The SEN Code of Practice 2001 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

Most children who join our Foundation Stage 2 have already been in receipt of Foundation Stage 1 educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.

Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.

Quality First Teaching is essential in removing barriers to learning. The class teacher, supported by all staff, takes steps to provide differentiated learning opportunities that aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Initially pupils are monitored closely by the class teacher before moving onto the graduated approach of providing for their needs.

The pupil is then formally recorded on a 'Baseline Assessment' form as being under observation due to concern by parent or teacher. (Appendix 1) The SENCo is consulted as needed for support and advice and may wish to observe the student in class. Once a student has been identified as possibly having SEND, a Timeline is initiated to document the support that is being provided by the school and its impact. (Appendix 2)

4 Types of Special Education Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times. Children and young people with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (6.28, 2014 DfE)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), can affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (6.30, 2014 DfE)

Social, Mental and Emotional Health (SMEH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Cheapside School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. (See Behaviour Policy) The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in school. (6.32, 2014 DfE)

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (6.34, 2014 DfE)

Some pupils have a sensory need. This may be associated with a diagnosis of ASD or ADHD. Sensory processing is the everyday normal **unconscious** process of our brain taking in information, processing it and organising appropriate responses. Sensory information is received from the environment and our bodies and forms the underlying foundation for academic learning and social behaviour. There are two extremes of sensory processing difficulties; over responsivity can lead to sensory avoiding behaviours because neuro thresholds are too low. Under responsivity can lead to sensory seeking behaviours because neuro thresholds are too high, and child craves or seeks sensory input in order for it to register. Sensory input triggers/reacts too quickly. Children can have a mix of both processing difficulties.

Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEN, their provision is planned and carried out in a co-ordinated way with the healthcare plan. The school has regard to statutory guidance in 'Supporting pupils at school with medical conditions' See also health and safety policy for administering of medication.

Sometimes a pupil may exhibit needs from more than one group above.

The Universal Offer

The needs of most pupils will be met through Cheapside's Universal offer so interventions such as:

- Differentiated support within the classroom
- Nurture or emotional support from an ELSA (Emotional Literacy Support Assistance)
- Individual Interventions such as provision monitoring or speech therapy
- Targeted small group interventions

Staff include the pupils receiving interventions each year on the excel spreadsheet.

(Appendix 4)

Inclusion on the SEN register

If a pupil's needs cannot be met through universal provision, they will be included on the SEN register. These are pupils who need additional support to access the curriculum. This may be:

- Children working on a lower year curriculum
- Children whose speech and language affects their learning or ability to be understood
- Behavioural interventions that are necessary for the child to access the curriculum
- Reduced timetables / long-term illness that means periods outside the classroom
- Social and emotional and mental health needs including anxiety that blocks their ability to learn

If a child is included on our register of SEN, the class teacher will make parents aware of this designation and the outcomes of our assessments, the provision being made and draw upon them for additional information to help plan that provision.

The parents will receive the letter shown as Appendix 3.

The SEN register will be reviewed termly as a result of the census data collection and parents will be notified of any changes in their child's status.

The graduated response to SEN:

A graduated response to SEN means that pupil's needs, once identified, are met through an 'assess, plan, do, review, cycle'.



If our assessments indicate or confirm that a child has a learning difficulty, we implement an intervention programme to support them, designed to meet their specific needs. Wherever possible, we try not to withdraw children from the classroom for interventions. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Records are kept in the pupil's Learning Passports, (Appendix 5) of any interventions a child may have. The Learning Passport shown as Appendix 5 can be adapted as required as long as records of all interventions are kept. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means.

If a review, or other assessment of a pupil's progress, identifies that, over a minimum period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist. External support services will provide information to set new targets. The new strategies will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing the additional support will be invited to attend subsequent review meetings.

If, after a further period of a minimum of two terms of support, the pupil continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA) with permission from the parents. A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether a statement of special educational need needs to be drawn up.

Nationally, only an extremely small proportion of pupils with SEN will require an EHC plan. A statement of SEN is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHC plan, then we will take every step possible to provide the provision required by the plan. All pupils with EHC plans will be reviewed regularly by the SENCO and at least annually through the annual review of their EHC plan conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

Monitoring of Provision

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- Classroom observation by the SLT
- Ongoing assessment of progress made by intervention groups
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with EWO
- Head teacher's report to governors

5 The role of the SENCO

In our school, the special educational needs coordinator (SENCo):

- manages the day-to-day operation of our SEN Policy and maintains the SEN register;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school,
- supports and advises colleagues;

- oversees all assessments of the progress during interventions made by pupils with SEN;
- arranges and attends all review meetings, many of which they will chair.
- maintains records of all children with SEN;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

6 The role of the headteacher

At Cheapside C of E Primary School the SENCo is employed for two days a week so the headteacher backfills the SENCo role when the SENCo is not present. The Head Teacher is responsible for the management of whole school data of SEND pupils.

7 The role of the governing body

The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body annually identifies a named governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan are aware of the requirements of the plan.

The SEN governor liaises closely with the SENCo and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

Role of the SEN Governor

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer in accordance with the new Code of Practice

8 Allocation of resources

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with educational health care plans.

The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some EHCPs, has been used.

9 Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.

The school web page contains a copy of this SEN Policy, and the arrangements made for children with additional needs in our school.

The SENCo and / or the named governor overseeing SEN provision is always willing to talk to parents and carers of pupils receiving additional support.

10 Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

Children are involved in an age appropriate way in agreeing targets. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

11 Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training. The school accesses training programmes through LA conferences, LA training events, cluster training events, and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, and parents. The SENCo attends relevant SEND courses, network SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. The SENCO has completed the mandatory SENCO training.

12 Admission Arrangements and Transition

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need unless that need cannot be met within the school and the school cannot be adapted to meet that need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (See Admission Policy)

Transition planning is in place for children with SEND, tailored to the individual needs of each child, who will be moving year group or key stage.

Review meetings are held in the summer term and the next class teacher will attend. Pupils take part in familiarisation visits as appropriate in the new year group or with the new teacher.

Pupils with EHCPs have next phase destinations and transition arrangements discussed at transitional review meetings attended by the plan coordinator from the LA.

Accessibility (See Single Equality Policy and Disability Policy and Disability Accessibility Plan)

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less favourably in any procedures and practices. The school has toilets suitable for disabled/wheelchair access. Other aspects of access will be in line with the Disability Discrimination Act and Disability Access Plan.

14 Extra-Curricular Activities

Extra-curricular activities and educational visits are provided for all pupils in school. All pupils are encouraged to be part of school life and take on roles and responsibilities. Pupils' views are sought throughout the school and pupil voice is acted upon.

15 Effectiveness/Success of Policy – SEN Info Report – code of practice

In order to make consistent, continuous progress in relation to SEND provision; the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process. The Governing Body will report annually to parents on the success of the policy. Student progress will provide evidence for the success of the Special Educational Needs policy, and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

16 Publishing information

The school's governing body publishes an annual information report on the school website about the implementation of the SEND policy in accordance with section 69 of the Children and Families Act 2014. It is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher and SENCo.

17 Complaints Procedure

Any concerns can be raised to class teachers, the SENCo, Head Teacher or governors

Policy: SEN Policy
Ratified by Governors: July 2025
Review Due: July 2026

Appendix 1:**Baseline Assessment for SEN provision**
(Please return to the SENCo)

Date: _____

Name:	Date of birth:
Class:	Age (in years and months)
If completed by class teacher – Have you discussed your concerns with the parents? Yes / No Date: _____	
If completed by parents – Have you discussed your concerns with class teacher? Yes / No Date: _____	
What first gave you concern about this pupil?	
What are the pupil's strengths?	
What are their weaknesses?	
What do you do already to support this child within class / at home?	

Data:	Reading	Writing	Spelling	Maths		
End of last key stage						
End of last school year						
Current attainment						

- Please upload to SharePoint when completed

Appendix 2:Timeline of provision for SEN support

Please complete on SHAREPOINT

Date	provision	Outcome / next steps

Appendix 3:**Cheapside CofE Primary School**

Watersplash Lane • Cheapside • Ascot • Berkshire • SL5 7QJ

Telephone: (01344) 621112**Website:** www.cheapsideschool.org.uk**E-mail:** school.office@cheapsideschool.org.uk

Headteacher: Mrs Kate Searle

Date

Dear Parent / Carer,

SEN Register at Cheapside C of E Primary School

At Cheapside we use the graduated response to identify, plan, monitor and review our provision for pupils with special educational needs; this includes pupils who are on our SEND register.

A special educational need (SEND) is defined by the 2014 Code of Practice as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

At Cheapside we strive to have a wide universal offer for all our pupils through embedded quality first teaching strategies and reasonable adjustments to the curriculum. As a result, many of the needs of our pupils with SEND are met within this. There will be a small number of pupils who have needs identified that require additional or different provision to be made above what is ordinarily available. These pupils will be placed on our SEND register.

This means a SEND passport will be in place to support their access to education and provide an outline of additional support they will receive. Your child's class teacher will be happy to discuss this with you at any time. Please make an appointment, via the school office, if you wish to meet with the class teacher or Special Needs Coordinator, Mrs Gill Howarth.

Pupils on the register may also benefit from the services of outside agencies and parents will be informed of these visits.

By receiving this letter, this means your child is on the SEN register.

The SEN register is reviewed termly, and pupils are added and removed as need dictates. Parents will be informed if their child is added or removed.

Our SEN policy and SEND information are nearly completing their annual review and will be uploaded to the school website imminently. Please contact us if you have any further questions. Alternatively, please refer to the RBWM Local Offer where you can be signposted to the support and services available to parents at www.rbwm.afc.info.org.uk/local_offer

Yours sincerely,

The Senior Leadership Team
Cheapside C of E Primary School

Appendix 4: Intervention Tracker

First Name	Surname	M/F	Yr Grp	PP/LAC/SC	Area of need to match (Census)	Autumn 1	Impact	Autumn 2	Impact
Joe	Bloggs	M	3		Joe struggles with spelling of high frequency words and with basic phonics. Phonic screening score of 6.	5 minute box daily with NK	Joe has shown slow progress. Intervention to continue into A2	5 minute box daily with NK	Slow progress is being made but Joe has now demonstrated he is able to apply his phonic knowledge in his writing. Intervention to continue into Sp1

Appendix 5: An example of a Learning Passport

Cheapside Primary School**Passport for learning**

Name	Class: Doves	Year:
Date of birth:		
Child's strengths/interests:		

Agency	Name	Report received	Agency	Name	Report received
Speech therapist			Educational psychologist		
Health visitor			Paediatrician		
Physiotherapist			Occupational Therapist		
Other			Clinical Psychologist		

Meeting with parents: (Date)	Issues discussed:	OUTCOMES:

Level of SEN provision:	Date identified as this level
Wave 1 provision - In class support: <i>the class teacher and assistants provide differentiated work and support within the class</i>	
Wave 2 provision – pupil receives intervention(s) to support in class support	EYFS/Year 1
Wave 3 provision – pupil is being seen by an outside agency to support in class support and intervention(s)	
Wave 4 provision – pupil has an Educational Health Care Plan	

Date:			
Assessment (need identified): (from school based assessments or external agency e.g. S&L therapist / EP)	Next steps:	How to support achievement of next steps	Review Less than expected progress Expected progress More than expected progress