



Cleves School  
Learning Together

**SPECIAL  
EDUCATIONAL  
NEEDS AND  
DISABILITIES  
POLICY AND  
PROCEDURE 2015**

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

At Cleves every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND). This policy reflects the ethos of the school, an effective, quality learning environment with children, parents and carers at the heart of everything we do. Work is completed collaboratively between parents and carers, pupils, staff and Governors.

The school believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs. A pupil's need is not based on hard and fast categories of SEND but on a wide spectrum of often changing needs which are frequently inter-related. It is the impact of a combination of needs on a pupil's ability to function, learn and succeed which the school will support. These may be cognition and learning difficulties, communication and interaction difficulties, social, mental and emotional difficulties and/or sensory and physical difficulties.

The whole school has a shared responsibility for identifying, assessing and meeting the needs of the individual pupil. Each pupil should be fully integrated into the life of the school and be given every opportunity to achieve his or her full potential and develop self-esteem and independence. By focusing on all that is positive, progressive and creative, the school's overall aim is to provide a high quality, structured and individualised programme which ensures that each child is given the opportunity to enjoy success during his/her time at school.

Cleves will endeavour:

- ◆ To ensure early identification of need.
- ◆ To encourage effective partnership with parents/carers.
- ◆ To ensure that swift referrals are made to other relevant professionals including Surrey's Specialist Teacher and Educational Psychology Service and Health Services.
- ◆ To recognise the importance of pupil voice and encourage children to become involved in their education.

Cleves respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

The school will follow the Special Educational Needs and Disability Code of Practice 0-25 and the Cleves SEND procedure.

This policy was agreed by governors on 7<sup>th</sup> July 2015 and will be reviewed annually.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROCEDURE**

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Cleves has approximately 600 pupils with each year group being divided into 5 parallel classes which include children of all abilities and skills.

### 1. Ethos and Vision Statement

Our Vision Statement states:

“At Cleves we aim to develop an inclusive community in which each individual feels supported and secure and through which everyone has an equal opportunity to succeed. At Cleves we aim to teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active and responsible citizens through the provision of a broad balanced curriculum.

At Cleves we are all learners, striving to progress and develop. Through challenge, we achieve high standards.”

### 2. Definition of Special Educational Needs (SEN) and Disability

At Cleves we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.*

### 3. Key Roles and Responsibilities

#### Special Educational Needs Coordinator (SENCo)

The SENCo 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 and Health Care Plans and Statements. Part of the role of the SENCo is to coordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCo Name: Jo Grafton

Contact details: 01932 224300

The current SENCo has been in post prior to 2009 and therefore is not required to complete the National Award for Special Educational Needs.

Jo Grafton is a member of the school’s Senior Leadership Team

#### Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class. They provide high quality teaching, personalised to meet the needs of individual pupils. This is the first step in responding to pupils with special educational needs. Class teachers are responsible for identifying any pupil who is making less than expected progress and adjusting their teaching to provide targeted support to address the identified areas of weakness. If progress continues to be less than expected the class teacher, supported by the SENCo and Learning Development team, will assess and consider whether they believe the child to have special educational needs.

### **SEN Governor/ Governing Body**

The Governing Body has a duty to comply with the provision of the Special Educational Needs and Disability Code of Practice: 0-25 Years and to decide on the school's general policy and approach to meeting pupils' special educational needs.

The Governing Body has a designated SEN Governor.

## **4. Introduction**

### **4.1 How the policy was put together**

This policy was created in partnership with an SEN parent group in collaboration with SLT, the SEN Governor, representative staff and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

This policy can be accessed:

- Via the school website under Information/Our Policies
- A hard copy on request from Reception. Please let us know if you need this to be made available to you in a different format, e.g. enlarged font.

### **4.2 Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013)
- The school's Equality Policy/Equality Information and Objectives
- The school's SEN Information Report Regulations (2014) (see the school's SEN Information Report at <http://www.cleves.co.uk/Info/Inclusion>)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014

- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

## 5. Aims and Objectives

### Aims

At Cleves all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- Ambitious educational and wider outcomes will be set for pupils with SEND in collaboration with parents/carers and individual children.
- Cleves aims to support all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

### Objectives

The school's current priorities are:

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre.
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- 4 To conduct the initial phase of transition from Statements to Education Health Care Plans (EHCPs) as directed and laid out by Surrey County Council.
5. To review the appraisal procedures for support staff working within SEN, specifically LSAs.
6. To further develop resources, including access to ICT within the LD department.

7. To arrange an external SEN audit in order to enhance practice and provision.

## 6. Identification of Needs

The 4 areas of need as detailed in the SEND Code of Practice are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical (SP)

At Cleves we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## 7. A Graduated Approach to SEN Support

Cleves is following the graduated response (0-25) as detailed in the document 'The Right Provision at the Right Time' (April 2014)

### 7.1 Identification procedures

Before children enter the school, information is gained, where possible, from records, parents/carers, previous school SENCOs and teachers. On entry, class teachers are then able to identify and assess further needs by observation.

Needs can also be identified more formally by the following methods:

- ◆ Screening procedures on entry to Year 3
- ◆ Young's Spelling and the GRT Group Reading Test NFER/Nelson are conducted in September and March in Years 3, 4, 5 and 6.
- ◆ Pupil Progress meetings monitor the progress individuals make.

If a concern is identified as a result of screening etc. further assessment could be undertaken to establish whether a pupil has special educational needs. Class teachers are responsible for tracking the progress and achievement of all their pupils. If teachers identify a pupil who is making less than expected progress they will first provide targeted support within the classroom to address identified areas of weakness. If a pupil continues to make less than expected progress the teacher will, with the support of the SENCO and LD team, undertake an initial assessment to identify whether the pupil has special educational needs. At this point the class teacher will complete an Expression of Concern.

Once a pupil's need has been identified, there may be a more detailed analysis of the child in order to establish the exact nature of their needs. The child's class activities should then be further differentiated to meet their specific need through quality first teaching, where:

- Teaching is planned with the learning of all pupils in mind
- Lessons encourage the participation of all pupils
- Lessons develop an understanding of difference
- Pupils are actively involved in their own learning
- Pupils learn collaboratively
- Assessment contributes to the achievements of all pupils
- Classroom discipline is based on mutual respect
- Teachers plan, teach and review in partnership
- Teachers are concerned to support the learning and participation of all students
- Support staff, including LSAs, TAs and HLTAs, support the learning and participation of all students
- Homework contributes to the learning of all
- All students take part in activities outside the classroom.

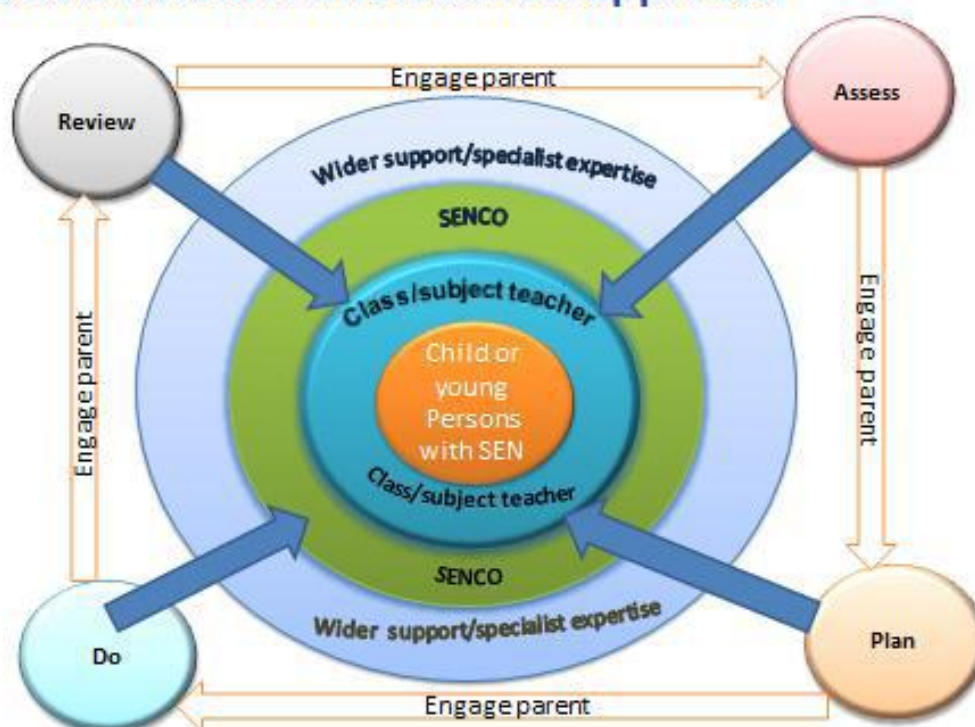
Teachers therefore provide the first step towards providing differentiated expectations for all pupils and good quality personalised teaching and are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support staff or specialist staff. The SLT, Leadership Team and middle leaders all monitor quality first teaching for all pupils through a thorough monitoring schedule.

At Cleves children's progress and achievement are constantly being monitored through both informal and formal assessment procedures.

Early identification and timely interventions underpin our approach to identifying and supporting vulnerable pupils. Examples of our extra support are outlined in the school's SEN Information Report on the website.



## 7.2

**The new vision: A whole school approach****7.3 Special educational provision**

Despite quality first teaching some children may continue to make insufficient progress, based on their age and starting points and against national data and expectations of progress. For these pupils, and in consultation with parents/carers, Cleves aims to identify an appropriate intervention programme.

At times it may be necessary to consult with outside agencies such as:

- Educational Psychology
- Learning, Language Support
- Behaviour Support
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Home School Link Worker
- ASD Outreach Teacher- Freemantles
- Race Equality Minority Achievement (REMA)
- Educational Welfare
- Physical and Sensory Support
- Child and Adolescent Mental Health Service (CAMHS)

- Social Services
- Paediatrics
- Counselling
- Surrey Young Carers

Consultations with these agencies help to identify alternative support strategies and resources to further support the child's needs. This information is shared with parents/carers and staff.

## 8. SEN Register



### 8.1 Assess

Cleves will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. We will listen to the views and experience of parents/carers and pupils. In some cases we will draw on assessments and guidance from other education professionals, where appropriate. Please see list above under Special Educational Provision.

Where it is deemed a child's needs are significant and will continue to need long term interventions and/or support they will, upon consultation with parents/carers, be placed on the school's SEN Register, which has two stages:

- SEN Support

- Statement/Education Health Care Plan (EHCP)

Stakeholders can share concerns outside of these two stages and children can be monitored.

A child may be removed from the school's SEN Register, and long term interventions may cease, if significant progress has been made and maintained. This agreement would be in consultation with SENCo, parents/carers, class teacher and any other relevant staff members.

## **8.2 Plan**

Where SEN support is required the teacher, SENCo and any other relevant support staff will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Parents/carers will be consulted.

Outcomes and small step targets for the pupil will be shared with them using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents/carers will be asked to share in the monitoring of progress through any home learning.

## **8.3 Do**

The teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with the support staff or specialist staff who provide support set out in the plan and monitor the progress being made.

Where interventions involve group or one to one teaching away from the main class or class teacher, the class teacher will still retain responsibility for the pupil. They will work closely with any Teaching Assistants or specialist staff involved in the plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

The SENCo and LD team will provide support, guidance and advise staff.

## **8.4 Review**

The plan, including the impact of the support and interventions, will be reviewed regularly by the teacher, SENCo and/or LD staff, parent/carer and the pupil. This will inform the planning of next steps for a further period OR, where successful, the removal of the pupil from SEN Support.

For pupils with an EHCP the Local Authority must review the plan at least annually.

## **8.5 Pathway Plans/ Personalised Learning Pathway**

Cleves has adopted a Personalised Learning Pathway for all pupils on the school's SEN Register. These are child centred and involve parents/carers and if appropriate key professionals. Review meetings will be held every term. Where it is considered appropriate pupils may contribute and/or attend these review meetings. These meetings will enhance partnerships between parents/carers and the school.

### **8.6 SEN Provision**

Additional support could take many forms. This could include the school:-

- devising a special learning programme
- providing extra help from a teacher, LSA or other member of support staff
- making or changing materials and equipment
- working within a small group intervention
- observations in class or at break and record keeping
- encouraging children to participate in school activities
- checking and reinforcing understanding
- developing social skills and friendships
- supporting physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## **9. Managing the Needs of Pupils on the SEN Register**

### **9.1 Role of the Governing Body**

- To comply with the provisions of the SEN Code of Practice when carrying out its duties towards all pupils with SEND.
- To seek continuous improvements to the school's facilities to improve access and arrangements for a child with disabilities.
- To be aware of current legislation.
- To decide the school's general policy and approach to meeting children's special educational needs.
- To make every effort to ensure that the necessary special arrangements are made for any pupil with SEND by setting up appropriate staffing and funding arrangements and overseeing the school's work.
- To ensure that all children with special needs take part in the everyday activities of the school as far as is practicable.
- To ensure that the school's policy on SEND is made available to parents and staff.
- To ensure that staff are aware of children with SEND and of the importance of identifying pupils with SEND and provide appropriate teaching and learning opportunities.

## 9.2 Role of the SENCo

- To maintain the school's SEN Register and update it termly.
- To manage the records of all pupils with SEND and ensure they are securely stored.
- As part of the SLT, to meet with class teachers termly to monitor progress of children with SEND - Pupil Progress meetings.
- To advise and support class teachers and support staff to meet the SEND needs of individuals.
- To maintain effective communication with parents/carers.
- To liaise with external agencies and support agencies, which might include completing referrals for a particular child, requesting specific assessments, and setting up and attending joint agency and parent meetings.
- To deploy, manage, support, train or provide training and deliver or support the appraisal procedures for support staff who are specifically involved in working with children with SEND.
- To liaise with the Governing Body through the governor responsible for SEND.
- To manage the SEN budget and purchase resources.
- To attending SENCo Network meetings and courses/conferences to keep up to date with current thinking in SEND, disseminating such information wherever appropriate.
- To implement the new SEND practices under SEND 14.
- To develop and use a provision mapping tool.
- To annually update the SEN Information Report.

## 9.3 Role of the class teacher

The class teacher **is a teacher of every pupil including those with SEND**. Their responsibilities include:

- To ensure quality first teaching differentiated for individual pupils.
- To meet the day to day needs of all pupils.
- To make necessary adjustments to ensure inclusion.
- To be accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or other specialist support staff.
- To liaise closely with support staff and monitor the progress being made within interventions.
- To raise concerns with the SENCo and the LD team.
- To maintain accurate and updated records to inform planning and provide additional evidence of need eg. Behaviour logs.
- To support the SENCo and LD team to implement the new SEND practices under SEND 14.
- To liaise effectively with parents and make timely responses to parental concerns.

- To attend in house clinics and meetings with outside agencies wherever appropriate and follow any recommendations advised/offered.

#### 9.4 Role of support staff

- To maintain accurate and up to date records to inform planning and provide additional evidence of need eg. Behaviour logs.
- To support the SENCo, LD team and class teachers to implement the new SEND practices under SEND 14.
- To inform class teachers, and any other key staff, if appropriate, of specific concerns.
- To liaise effectively with parents/carers and make timely responses to parental concerns raised.
- To make reasonable adjustments to ensure inclusion, under the direction of the class teacher.
- To encourage independence.

#### 10. Support for families

Information to support this policy is available through the following documents:

- The school's SEN Information Report
- Surrey's Local Offer which includes other agencies who provide a service
- The school's Admissions Policy

Pupils with medical conditions: In line with DfE guidance (April 2014), Cleves recognises that pupils 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. Additionally some pupils may require support relating to medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

If you require further information you may wish to contact to Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs at [susan.lynn@surreycc.gov.uk](mailto:susan.lynn@surreycc.gov.uk)

#### 11. Monitoring and evaluation of SEND

The school regularly monitors and evaluates the quality of provision on offer to all pupils through:

- The role of the SEN governor and relevant GB committees
- SEN information shared through the Headteacher's Report to the Governing Body
- Evaluation of interventions to ensure effective use of SEN funding
- Review of the School's Development Plan
- Any external audits by consultants, the Local Authority or OFSTED
- Developing best practice through SENCo networks and local partnerships
- Consultation with parents /carers, staff and pupils

These inform future developments and improvements.

## 12. Training and development

Staff at Cleves are kept up to date with developments in teaching and provision to effectively meet the needs of pupils with SEND. This is achieved through:

- monitoring schedules and appraisal procedures to identify CPD needs
- INSET and training for staff
- Liaison with external agencies and specialist provision and outreach teams
- Induction procedures for new staff relating to SEND policy and practice led by the SENCo
- The SENCo's and LD team's own professional development e.g. attendance at SENCo networks, courses, conferences and specialist knowledge and experience

## 13. Reviewing the SEND Policy

The SEND policy will be kept under regular review by the Governing Body through the Achievement & Well Being Committee, and will be reviewed every two years.

## 14. Complaints Procedure

If a parent/carer has a complaint about the school provision for a child with special educational needs they can make a representation to the Head Teacher. This would be discussed by the Head Teacher, the SENCo, the class teacher and any other agencies involved. The parents/carers would be invited to a meeting with the appropriate persons present.

The Governing Body has a member responsible for Special Needs who, if necessary, would report to the Governing Body. The Governing Body and/or the parent/carer can make representation to the Local Education Office.

To view the school's Complaint Procedure please visit <http://www.cleves.co.uk/Info/Policies/Policy-Documents>

We recognise the worth of the Parent Partnership and Local Authority services and welcome their attendance at any meetings in school. They can be contacted at <http://www.surreyparentpartnership.org.uk/> or Helpline: 01737 737300 or email [spp@surreycc.gov.uk](mailto:spp@surreycc.gov.uk)

Additionally, Core Assets offer support for families and young people and can be contacted on 0800 028 8455.

Surrey County Council also offers a mediation service.