



Camps Hill

Primary, Nursery and Pre-School

SEND Policy

This policy follows guidelines set out by the Local Authority



Guiding Principle

At Camps Hill Primary School, we believe that all our pupils are entitled to a high-quality education that will maximise their life chances. We believe in the education of the 'whole child' and work holistically to equip them with the knowledge and skills to succeed.

All pupils are entitled to an education that enables them to:

- Achieve their best.
- Become confident individuals living independent lives.
- Make a successful transition into adulthood, functioning as contributing members of society.

Objectives

- We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this:
 - The views of the child will be sought and taken into account, where appropriate.
 - Our parents/carers have a vital role to play in supporting their pupil's education.
 - Our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
 - The school will manage its resources to ensure all pupils' needs are met.
 - A child's special educational needs will be identified early.
 - Provision and progress for our SEND children will be monitored and reviewed regularly.
 - The school will involve outside agencies when appropriate and work in partnership with them.
 - Education, Health and Care Plans will be reviewed regularly in line with regulations.
 - Appropriate training will be provided for all staff in order to implement the policy in a consistent and effective way.

What are Special Educational Needs?

At Camps Hill Primary School, we identify pupils as having Special Educational Needs and Disabilities if they meet the definition as set out in the Draft Special Educational Needs (SEND) Code of Practice (**DfE, July 2014**).

This defines SEND as:

- xi. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for each individual.
- xii. A child of compulsory school age or a young person has a learning difficulty or disability if:
 - there is a significantly greater difficulty in learning than the majority of others of the same age, or



- there is a disability which prevents or hinders him or her from making use of educational facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xvi. Many children and young people who have SEND 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’.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Page 15

Types of Special Educational Need

The school provides for pupils whose special educational needs broadly fall into the four areas of:

1. Communication and interaction

This includes children with speech, language and communication needs including difficulty in communicating with others, saying what they want, understanding what is being said to them or not understanding social rules of communication. The profile for every child is different, and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. This also includes children with ASD, including Asperger’s Syndrome and Autism who may also experience difficulties with language, communication and imagination, impacting on how they relate to others.

2. Cognition and learning

This includes children who learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties covers a wide range of needs including moderate or severe learning difficulties where children need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

This includes children who 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs.

This includes children with vision impairment, hearing impairment or a multi-sensory impairment requiring specialist support and/or equipment to access their learning.



This also includes children with a physical disability who require additional ongoing support and equipment to access all the opportunities available to their peers.

Responsibility for co-ordination of SEND provision

The school's provision for pupils with SEND will be coordinated by Emma Regan (the SENDCO for the school).

The key responsibilities of the SENDCO and SEND team are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents/carers/carers of pupils with SEND.
- 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/carers/carers are informed about options and a smooth transition is planned.
- Working with the Head Teacher and Governing Body 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 SEND up to date.
- Ensure that all staff have access to high-quality CPD to deliver an appropriate curriculum and provision.

Arrangements for coordinating SEND provision

The SENDCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. At Camps Hill Primary School, the SENDCO is part of the senior leadership team.

The SENDCO 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 EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with staff, the Trust, headship and SENDCO team, parents/carers and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high-quality teaching.



Admission Arrangements

- The school follows the County Admissions arrangements.
- Pupils with Education, Health and Care Plans will be given priority.
- No child will be refused admission purely on the grounds that the child has special educational needs and disabilities.
- Feedback will be given on all consultations received.

Specialist SEND provision

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs. It ensures that each child is considered as an individual.

It provides some flexibility to respond to individual children's needs. However, understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies, over time, and understanding of their priorities is essential in identifying a child's complex needs.

Facilities for pupils with SEND or who are disabled

The school seeks to comply with the 2010 Disability and Discrimination Act by ensuring that:

- Wheelchair access is available to all classrooms and playgrounds.
- Several toilets are fitted with handrails and a toilet specifically accessible for wheelchair users.
- Where required steps around the school are painted with yellow paint for those with visual impairments.

Allocation of resources for vulnerable pupils, those with SEND or who are disabled

We help children with SEND by providing:

- Pastoral support team.
- Tailored resources including multi-sensory equipment.
- Areas within the school for smaller group and 1:1 work.
- Mental health support worker allocated to the school.

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant, and they require additional support. In exceptional cases the school can apply to the Local Authority for Higher Needs Funding following professional advice and an Assess, Plan, Do, Review cycle. Pupils who have an Education Health and Care Plan will receive funding from the tiered banding system.

Identification, assessment, monitoring and review of pupil needs and progress

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, staff, SENDCOs and parents/carers will collaborate on problem solving, planning support and teaching strategies for individual pupils.



High-quality teaching, adapted for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

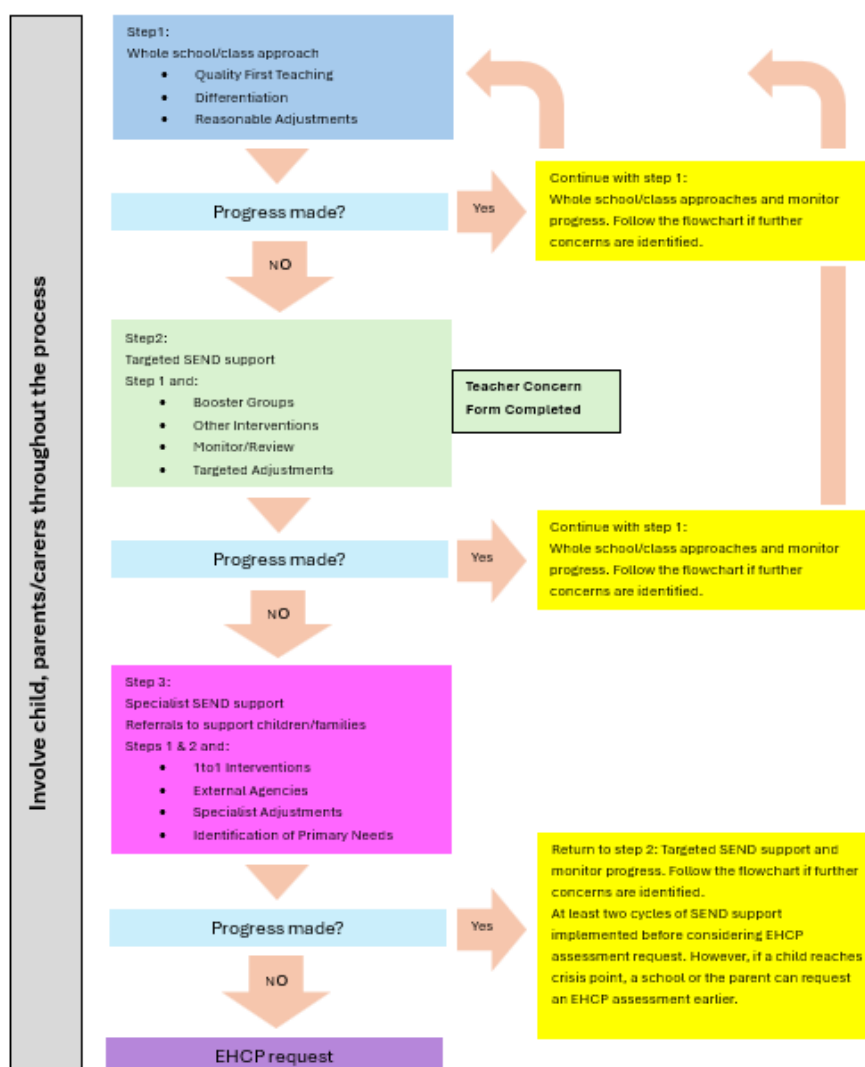
Ordinarily available provision, targeted or specialist adjustments will be made for the pupil to access the curriculum depending on their need.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

The 2014 Code of Practice required schools to deliver a Graduated Response Model, as described in the diagram below, for pupils identified as having SEND:

Graduated Response Flow Chart

The flow chart gives an overview of the support that will be offered at each [step](#).



Please find further explanations of each step below.



Step 1 – Quality First Teaching (QFT)

QFT provides the appropriate learning opportunities to all children and young people, whatever their individual needs. It is the first step of the Graduated Response when supporting children and young people who have, or may have, SEND. Staff knowledge and understanding of SEND is a key factor.

QFT involves a child centred approach to address their needs and includes, making suitable adaptations, agreeing consistent routines and boundaries and having clear strategies in place to enable the child to continue to learn and develop in their mainstream setting.

Staff access high-quality CPD to ensure that they can continue to deliver quality.

Step 2 – Targeted SEND Support

If a child has received Quality First Teaching FT, differentiated teaching and learning experiences but has not made the expected progress and requires additional support in school, targeted SEND support is offered. The class teacher will complete a 'Teacher concern – referral form' to share support already put in place.

The adaptations and additional support that are made as part of targeted SEND support are delivered by the school and can include:

- Having a soft start or use of the calm corner to transition into school.
- Small group support.
- Booster classes for school age children.
- Adult support, for example, during break and dinner times.
- Use of the 'assess, plan, do, review' process – recording and monitoring support the child has received.
- Use of IT interventions and programs.

Step 3 – Specialist SEND Support

Targeted SEND support is not sufficient to meet a child's SEND, then they will be helped through specialist SEND support. This decision will be made jointly with parents/carers, adults working closely with a child and the child, where appropriate. This means that the school SENDCO has made the decision to involve external agencies.

At this stage, a child will be accessing everything that is available at targeted SEND support plus the involvement of external professionals and specialist interventions.

Specialist SEND support might include:

- 1 to 1 interventions/programmes delivered by school staff.
- Specialist advice – from services such as Speech and Language therapists, Tier 3 behaviour support.
- Training for schools to better understand and support a child.
- Specialist equipment.
- Specialist spaces.
- Specialist curriculum such as a sensory based
- Specialist assessments

The 'assess, plan, do, review' process will continue to be used and evidenced throughout this stage. If a child has needs which require support and intervention above and beyond specialist SEND support, then parents/carers or the school can at any point in the Graduated Response request an Education, Health and Care needs assessment which may lead to an Education, Health and Care Plan (EHCP).





Action by Class Teacher (*prior to involvement of the SENDCO/SEND Team*)

Class Teachers will be expected to have undertaken the following actions:

- Implement a relational approach and strive to build and maintain relationships.
- Use existing information as a starting point.
- Highlight areas of skills to support in class.
- Use baseline assessment to identify what the child knows, understands and can do.
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- Involve parents/carers.
- Involve the child.
- Will not have assumed difficulties are within the child.
- Use of National Curriculum programmes of study, effective management ethos, learning environment and curriculum arrangements.
- Differentiation – match planning to individual needs.
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- Attend CPD sessions and access professional reading.
- Be curious about SEND need and raise concerns in a timely way.
- Implement the Ordinarily Available Provision guidance.

Arrangements will be monitored to identify those children not making sufficient progress with this level of support because of their special needs, at which point the SENDCO is consulted, as to whether the pupil should be placed on the school's SEND register.

SEND Register

Placing pupils on the school's SEND register

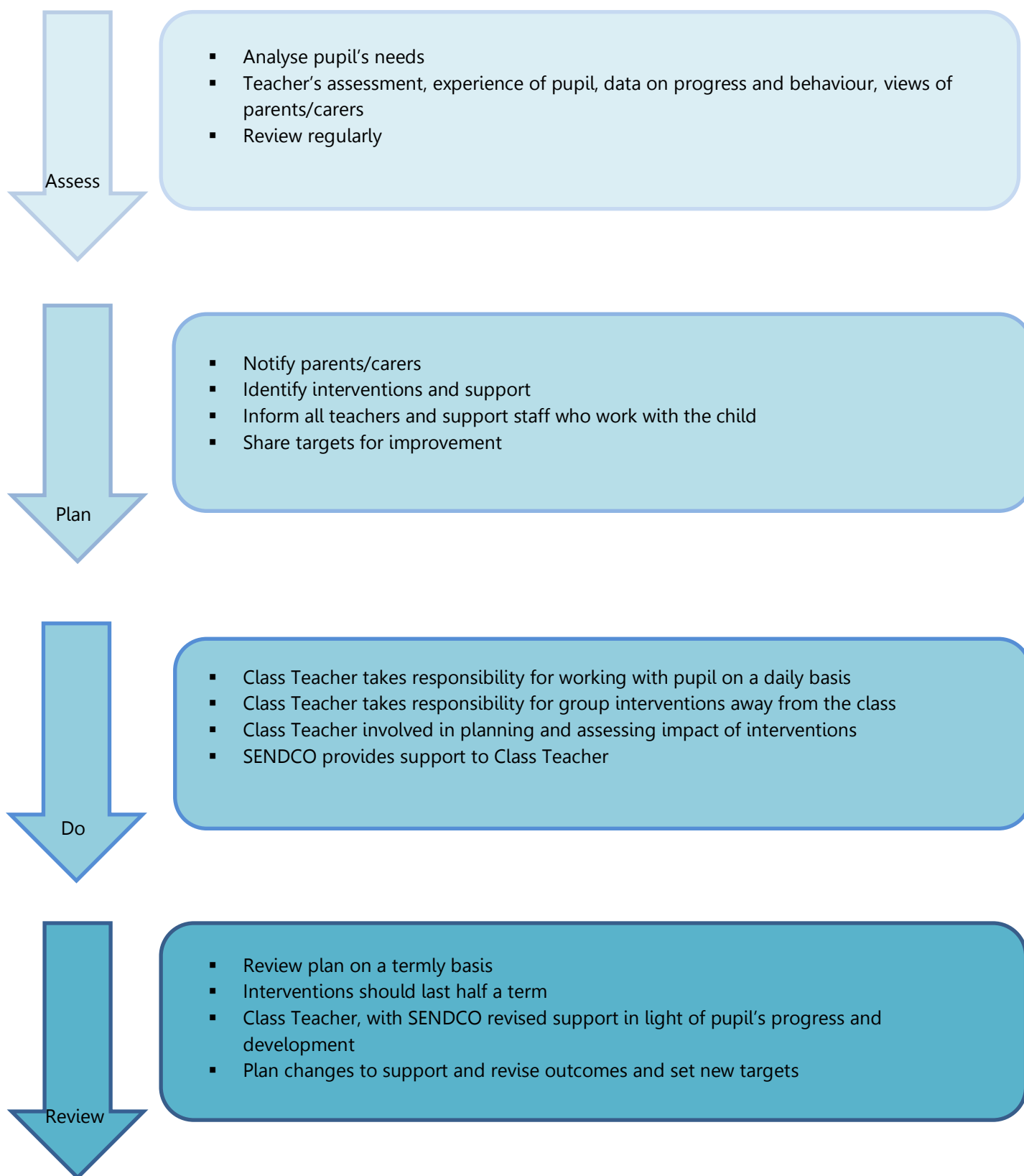
- This will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support.
- Triggers – little progress over time, National Curriculum levels below age expected level or serious cognition/social and emotional/physical/sensory/communication/interaction difficulties.
- When externalised agencies are involved in planning provision.

Assess, Plan, Do, Review (APDR)

In consultation with the pupil and parents/carers a plan will be put in place to achieve the agreed outcomes through support and intervention arrangements. In consultation with the pupil and parents/carers a plan (Individual Support Plan) will be put in place to achieve the agreed outcomes through support and intervention arrangements. These plans are located online via 'Edukey' and are accessible for parents at anytime. The plan will ensure that:

- External agencies will be contacted and will see existing records and carry out their own assessments.
- SENDCO and teacher will consider a range of approaches and materials.
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets.
- Progress towards these outcomes will be tracked and reviewed termly through a four-step model and will be repeated as many times as necessary.





The Termly Review

Teachers will complete the reviews online using the 'Edukey' system. Parents have access to this and are able to make comments about the targets and the reviews of each target.

Parents/carers will be updated when reviews have taken place via the school newsletter. This will be the week before open evenings or when the children's end of year reports are released. This ensures that parents/carers can discuss the APDR cycle with their child's teacher.

Our Approach to Identification and Assessment of SEND

At Camps Hill Primary School, we have an agreed approach to the identification and assessment of SEND, taking into account the nature of the special needs. Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority of the school's own commissioned professionals. Informed parental permission is required before such consultations can take place. Health professionals will also be involved.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs to see if they are eligible for an Education Health and Care Plan. The Local Authority will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The Local Authority will need information about the pupil's progress over time and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parent/carers, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health and Care Plans

Once a pupil has an EHC plan naming Camps Hill Primary School, the Head Teacher or the school will ensure that those teaching or working with the child are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of the year. This is recorded on a 'Section F Learning Implementation Plan' – FLIP. Formal review of the EHC plan will take place at least annually. If a pupil's SEND changes, the Local Authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

Emergency reviews may take place within this timescale if a child's needs are no longer being met by the EHCP.

Access to a broad and balanced curriculum, information and associated services

At Camps Hill Primary School, we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations of **all** learners by:

- Building relationships with young people and their families to understand children's needs and work in partnership to best meet them.
- Working in a relational way.
- Setting appropriately adapted learning challenges.
- Responding to pupils' diverse learning needs, including the learning environment.



- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Attend training and access professional development to continue to develop their knowledge and skills.
- Communicate effectively with parents/carers.

Our Camps Hill Curriculum Intent states that:

Children with special educational needs and disabilities (SEND), access our curriculum through reasonable adjustments and differentiation.

The whole school approach to our curriculum is inclusive and through the 'golden threads', life skills and emotional intelligence taught alongside it.

How Governors evaluate the success of provision

The school's SEND Governor is Claire Kemp. Through meetings with the SENDCO she will be able to feed back the information she has gathered through continuous monitoring and evaluation of the SEND policy. This will include:

- Number of pupils with SEND, expressed as a percentage of the school roll and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make.
- The 'value-added' data of pupil progress.
- The success of resources.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcome of the review process.
- The development of pupil participation.
- Relationships with parents/carers.
- The impact of the statutory process on pupil progress.
- The success of involvement of outside agencies.
- The success of liaison with other schools.

Complaints Procedure

The Head Teacher will deal with any complaint about the provision given for a child with SEND. The parents/carers will be invited to meet the Head Teacher and SENDCO, if appropriate, to discuss concerns. The Head Teacher will respond to any complaint as soon as is reasonably possible. Parents/carers will be informed of the Parent Partnership Service and advised that they may contact the Chair of Governors if they feel their complaint has not been dealt with satisfactorily.

This is outlined in the Trust Complaints Policy.

Staff Training and Professional Development for SEND

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists.



- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process.
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCO.

Working in Partnership with Parents/carers

All parents/carers and carers of pupils with special educational needs at Camps Hill Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their pupil's education.
- Have knowledge of their pupil's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Communication with the school will include:

- Short meetings before or after school with the parents/carers.
- Parent Evening and Open Evening appointments.
- Notes sent home in Reading Journals.
- Involvement in the ISP (Individual Support Plan) target setting and evaluations.
- Telephone calls.
- Coffee mornings.

Pupils

The pupil's views will always be ascertained but this may not be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly review and transition meetings. They need to be part of the process to know that they are listened to and that the views are valued. Views of younger children will be considered depending on the age, need and understanding of that child.

Links to support services and school to school support for SEND

Camps Hill Primary School receives support from agencies who help ensure adequate provision for SEND children.

1. Educational Psychologist (EP), Specialist Outreach services and Advisory Teachers (SAT)

The professional's work and support for the school involves:

- Assessment and monitoring of individual children.
- Support to families of children with SEND.
- Advice and support to the SENDCO and staff.

The EP is trained in teaching and psychology and is able to give advice and guidance on development, learning and behaviour to teachers, parents/carers and children. The Advisory Teachers are trained as specialists in their area of expertise e.g. Autism and Communication or The Early Years. Following observations of the child, written feedback will be provided to the SENDCO, class



Teacher/adults and the parents/carers of the child concerned. Strategies and actions will be suggested, and the school will implement them in class to further support the child

2. Physiotherapist
This service deals with the children with physical disabilities and problems with motor control and balance.
3. Occupational Therapy
This service deals with physical disabilities and motor difficulties. They assess problems of physical and psychological origin and offer advice and help to school staff, families and their children.
4. Speech and Language Therapy
This service provides assessment, diagnosis, treatment and advice language disorders. These may include articulation, language development, cleft palate, swallowing and other common problems.
5. Child Development Centre
This service, which is part of the NHS, provides treatment for children whose development may be delayed. Following a multidisciplinary assessment professionals will decide whether to refer to the Communication Disorder Assessment Clinic where children may receive a diagnosis such as Autism or ADHD.
6. Tier 1 School
 - SEND
 - Neurodiversity
 - Positive Regard
 - Attachment
 - Therapeutic Thinking
7. Tier 2 School to School
School Support.
8. Tier 3 Larwood Outreach Support
This service provides Behaviour Outreach Support to the Primary and Secondary schools within Stevenage in order to reduce the risk of children being permanently excluded from their schools. Larwood Outreach staff may offer a range of support from offering behaviour advice to a teacher in school to working 1:1 with the referred child.
9. Child and Adolescent Mental Health Service and STEP2
This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering from a psychiatric disorder.
10. Tier 4 Willows
This service provides short-term respite for primary school aged children who are at risk of permanent exclusion from their mainstream school. The child remains on role at their mainstream school.



Transition

When a child with special educational needs comes to our school, the SENDCO will liaise with the previous school to gather relevant information. We can then decide how we can support the child appropriately. When a child with special educational needs leaves our school, the SENDCO ensures that all relevant information is passed onto the new school.

The school will liaise with parents/carers to set the transition plan and to communicate the schools offer.

Transition arrangements for children moving between year groups involve additional visits to their new classroom and setting, small group interventions to talk through worries or concerns, pictorial information for the child to take home over the summer holidays, transition meetings between the old and new teaching staff and meetings with the parents/carers and relevant professionals where necessary.

When children with special educational needs are transferring to secondary school they may be referred for additional transition support. This may be delivered through the DSPL2 team, MHST or schools' pastoral team.

When children with special educational needs are transferring to secondary school additional school visits may be arranged.

Claxton Trust

Camps Hill Primary School is part of the Claxton Trust with Fairlands Primary School. The two schools work in partnership developing links through moderations by meeting professionally to share best practice, as well as offer advice and strategies for children with similar needs.

