

Special Educational Needs and Disability Policy

1. This policy details how Cambrai Primary School identifies, and provides for, children with Special Educational Needs and Disability
2. Cambrai Primary School is an inclusive school and is committed to providing effective learning opportunities for all pupils. All children follow a broad and balanced curriculum, modified where appropriate to meet their individual needs. This includes:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
3. In line with our school aims this policy will have regard to the Special Educational Needs and Disability Code of Practice: 0-25 years when carrying out its duties toward all pupils with special educational needs.

We will:

- Publish information on its SEND policy and SEND information report which will be available to parents.
 - Ensure that SEND provision is an integral part of the school's development plan.
 - Ensure that the quality of SEND provision is continually monitored by the SEND governor, reporting back to the governing body.
 - Share information with North Yorkshire County Council as part of the LA local offer.
4. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. We will also make available information provided by the SEND Information, Advice and Support Service SENDIASS.
 5. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.
 6. The SEND Code of Practice refers to a process for identifying and meeting the needs of children with SEND. This is a continuous cycle of 'assess-plan-do-review' which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall

significantly outside the expected range may have special educational needs. Children can be identified through the school tracking system and by teacher assessment.

7. In order to help children who have special educational needs, we will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of the individual children.

Special Educational Needs – Graduated Approach

Areas of SEND as identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition And Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Identification of SEN

- **Short Note (Monitoring Stage – not placed on SEND Register)**

When a teacher has initial concerns that a child has a Special Educational Need he/she will complete a 'Short Note' form and discuss this with the SENCO and the head teacher. This form includes, possible area of special need, observation notes, assessment information and details of strategies tried so far. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.

- **SEN Support Plan**

When a teacher has further concerns about a child he/she will produce an SEN support plan in partnership with the child and their parent/carer. This will be with the support of the Executive Headteacher or Trust SENCo. It will include the joint outcomes to be achieved and the support needed to meet those outcomes. At this point, the child will be included upon the SEND register and school management information system.

- **Education Health Care Plan – EHCP**

When the school and parents feel it appropriate to request an assessment for an EHCP he/she will gather evidence, liaise with the child, parent/carer and outside agencies. He/she will then liaise with the Local Authority professionals and submit the request to the L.A.

Annual Statutory Review meetings will be held by a multi- disciplinary team, along with parents. Copies of the review will be circulated to all concerned. Wherever possible, the child will also take part in the review process and be involved in setting the targets, as well as presenting their own review of their provision.

Individual Health Care Plan

- Children with medical conditions have an Individual Health Care plan. Plans will be drawn up with input from professionals e.g. a specialist nurse, in consultation with the school, the child and their parents.

Changes to the SEN Register

- Following discussions with children and parents at termly reviews, children can be moved to a higher or lower stage or removed from the SEN Register.

8. Staff Roles

Provision for children with special educational needs is a matter for the school as a whole - with some staff having specific responsibilities.

Class Teachers have the following responsibilities to:

- Provide Quality First Teaching and a graduated approach of assess, plan, do, review
- Have high aspirations for every pupil: set clear progress targets for all pupils
- Use the EHT and Shadow SENCO strategically to support the quality of teaching
- Work with external agencies to support the quality of teaching following and implementing the advice provided
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress

The Shadow SENCO has the following responsibilities to:

- Work in partnership with the EHT to secure strong SEND provision at the school
- Liaise with external agencies
- Contribute to the in-service training of staff
- Support in the organising of annual reviews
- Monitor and review SEND provision – in partnership with the Executive Headteacher, to ensure all Code of Practice requirements are being fully met

The Executive Headteacher

- The executive headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The executive headteacher will keep the governing body fully informed and also work closely with the school's shadow SEND co-ordinator, so that she is able to undertake the substantive role in 2022.
- During this time, the executive Headteacher, in partnership with the shadow SENCO will also:
 - Oversee day to day operation of the SEND policy
 - Co-ordinate provision for children with SEND
 - Liaise with fellow teachers and liaising with and managing learning support assistants
 - Oversee the records of all children with SEND
 - Liaise with parents and children with SEND
 - Liaise with the Trust SENCo to seek guidance and support when required

The Governing Body

- The governor with specific responsibility for SEND will have regard to the SEND code of Practice and will oversee the implementation of the reform and provide strategic support to the head teacher and SEND co-ordinator. The SEND governor will also ensure that the governors are aware of the school's SEN provision.

Other documents to support the school approach to SEND

- SEND information report (published on the school website)
- Lingfield Education Trust's SEND Policy
- North Yorkshire SEND Service: <https://www.northyorks.gov.uk/send-local-offer>

9: Monitoring and review

This policy is monitored by the governing body and will be reviewed every year or before if necessary.

Date of Implementation: September 2019 (Review October 2019, September 2020, September 2021)

Review Date: September 2022

Signed:



Headteacher:

Chair of Governors:

