



**OFFORD**  
PRIMARY  
SCHOOL

# **SPECIAL EDUCATIONAL NEEDS (SEND) POLICY**

<b>Written by:</b>	Senior Leadership Team / Trust framework policy
<b>Approved by:</b>	Governing Body
<b>Review Cycle:</b>	Annually
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<b>Next review:</b>	September 2024



At Offord Primary School our Special Educational Needs and Disability coordinator (SENDCo) is: Hannah Mooring

Our SEND Governor is: Liz Simpkin

### **Our definition of Inclusion**

Inclusion means meeting the individual learning, social, emotional and health needs of individual children and supporting them to 'be the best they can be.

### **Our commitment to children with SEND**

We believe that all children deserve the same opportunities in life. All staff at Offord Primary School are committed to providing an inclusive, happy, caring and stimulating learning environment where all children can reach their full potential and be confident members of the wider community with respect for others and themselves. We are an inclusive school and want every child to be included in every aspect of life here such as lessons, after school clubs and trips. We want all children to be independent, engaged learners who can voice their opinions about their own needs and know these views are highly valued.

### **The SEND Code of Practice**

All schools must adhere to the SEND Code of Practice, 2014 (updated 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The document guides all our practice and policies on how we meet the needs of children with SEND.

### **Our SEND Information Report**

If you are a parent, or child our SEND information report is available on the SEND section of our school website. It explains this policy and our practice.

### **What is Special Educational Needs (SEN)?**

The Code of Practice states that '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 a pupil of the same age'.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Code of Practice 2014 describes four broad areas of need. We can support children with needs in these categories.

The Four Broad Areas of Needs as defined by the SEN Code of Practice are:

#### **Communication and Interaction**

Children with speech, language and communication needs (SCLN) have difficulty 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 use or understand the social rules of communication. This can impact how children relate to others, their understanding of tasks, their expression of their needs and their explanations. They may have difficulty with some or all these aspects of communication and interaction.



### **Cognition and Learning**

Support for learning may be required when children learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties.

Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This includes a range of conditions such as dyslexia and dyspraxia.

### **Social, emotional and mental health difficulties**

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, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and Physical Needs**

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to peers.

### **What is a Disability?**

Many children and young people who have SEN may have a disability.

This 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'. ('Long- term' is defined as 'a year or more').

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

### **Identification of extra support or SEN**

We may already know that a pupil needs extra support or has a special educational need. For example:

- If s/he has come from a previous school or a pre-school who has passed on the information.
- If s/he has seen an outside agency such as a Speech Therapist who may have passed information to us.

It may be that we identify a SEN ourselves:

As the children are assessed regularly throughout the year and progress in reading, writing and maths are tracked, teachers may notice that a pupil is not making expected progress. This may highlight that the pupil needs extra support.

Or it may be that it is the parent who has the concern.

We have clear channels to follow:

- The teacher will discuss the concern with the parent. Or vice versa, the parent may bring up their own concern with the teacher
- The teacher will raise a concern with the SENDCo.
- The class teacher or SENDCo may follow this up with an observation or further assessments.
- The SENDCo and class teacher will decide on a course of action. For example, small group intervention, different strategies or additional resources to be used.
- This may mean that the pupil needs a learning plan and a passport which encompasses ways to support the child and desired outcomes with the support put in place. The learning plan and passport will be shared with parents. The pupil may be added to our SEND register (see below).



If, after a period of time, we find that this course of action is not making an impact on the pupil's learning, then we may decide to make further referrals to outside agencies, for example Specialist Teachers. This will be shared and discussed with parents before this takes place.

In order to ensure the pupil is receiving the right level of support, it is vital that we follow the Assess, Plan, Do, Review cycle. There is a separate document to explain this (please see Appendix 1)

### **SEND Register**

When a pupil requires additional or differentiated resources, curriculum and/or intervention, (beyond the usual amount of differentiation a class teacher provides for all their pupils), then they are usually considered to have a special need.

Children with Special Needs and Disabilities are included on our SEND register. This is a working and fluid document that changes regularly depending on the needs of the children.

It is updated once a term, though pupils can be added at any time during a term.

All children on this register are under the umbrella of 'SEN Support' – depending on their level of need, this may mean that they receive internal support from the school and/or external support from other services such as Specialist Teachers and Speech Therapists. This support is highlighted on the register.

Children with an Education, Health and Care Plan (EHCP) are included on the SEND register.

### **How Learning is assessed and reviewed**

All children are included in our assessments and tracking throughout the year. The children's progress is monitored every term.

- The school tracking system is called Insight Tracker. The SENDCo will also use it to track individuals with SEN.
- It may be that some children are not attaining at the same rate as the other children at the end of key stages. In this case, we use Pre-Key Stage Standards to track their progress or the engagement model. Information about Pre-Key Stage Standards and the engagement model can be found by clicking on the following links:  
<https://www.gov.uk/government/publications/pre-key-stage-1-standards>  
<https://www.gov.uk/government/publications/pre-key-stage-2-standards>  
<https://www.gov.uk/government/publications/the-engagement-model>
- Provision Maps: These map out the support in class and additional interventions outside of the classroom. They are reviewed and updated termly.
- Learning plans and passports: These are documents that can be passed between all of those who support the pupil i.e. teachers, parents and TAs. These outline the outcomes for a term and how these outcomes can be supported at school. A child also contributes to their passport by including their strengths and how they wish to be supported. These are shared with parents and discussed at Parents' Evenings.
- Children with a Statement or an EHCP will have all the above as well as an Annual Review where all the professionals involved in supporting the pupil are invited to discuss and review their progress.

We have some assessments that we can use in school. We have a number of assessments that can pinpoint their 'standardised score' in spelling, number and reading. From these we can see if their 'standardised score', for example, is well below that expected of a child for that time of year.

We use these assessments as baselines and exit points to measure how much progress a pupil has made over a given period of time.

### **Support**

There are three 'levels' of support for children with SEND.

**Universal:** Firstly, it is important that ALL children receive high quality teaching. Children at Offord Primary take part in carefully planned and guided groups including scaffolded support with their teacher or a TA on a regular basis.



This means teaching can be tailored to individual needs. Within this, teachers may address a learning need with specific resources such as visual prompts, Numicon (a maths resource) or a dedicated learning space.

**Targeted:** If we feel that a pupil needs more beyond the high quality teaching, then we will implement interventions and additional resources. An example of intervention we might use is 'Read Write Inc's Fresh Start' for support with reading, spelling and writing.

**Specialist:** It may be that a pupil under SEN Support needs more focussed one-to-one time to support them with specific targets or areas of need. This will usually take place with a TA, around three times a week for 10-15 minutes; for example to do some 1-1 reading or pre-teaching of maths.

It is important to note here, that interventions are intended to enhance children's learning and increase their progress; bearing this in mind, it is important to us that children do not miss out on high quality teaching in maths and English, so children are not usually taken out of class during these times.

Another important point about our interventions is that they are not simply for educational difficulties. We know that there are social and emotional special needs and we aim to tailor learning to address the overall well-being of the children. Sometimes our interventions are aimed at those with social and emotional needs so that we can better support their learning; examples of these are 'Nurture Group sessions' and 'Sensory Circuits'.

### **Education and Health Care Plans**

Some children need an extra level of support when they are not making an adequate level of progress despite a high level of support. These children may be entitled to an Education, Health and Care Plan (EHCP). This provides a budget for a specific child to be spent on support for him/her. These can be in place until the child turns 25 years old.

We have to apply, and submit evidence, to the Local Authority Statutory Assessment Team (SAT) for an EHCP and the child must have proven support from school and outside agencies in place. SAT then make a decision about whether the child's needs can be met from the resources normally available to school or if s/he needs further budget and support.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, scaffolding techniques and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

SEND provision's purpose is to:

- Close the attainment gap between the child and their peers
- Prevent the attainment gap from growing wider
- Match or better the child's previous rate of progress
- Ensure full access to the curriculum
- Demonstrate an improvement in self-help or social or personal skills
- Demonstrate an improvement in the child's behaviour

### **Who Provides the Support**

Firstly, and foremost, it is the child's class teacher who supports them. They will be the first point of contact for parents. Class teachers are responsible for differentiating the curriculum to meet individual need, deciding which interventions are appropriate and ensuring they take place and



writing and implementing learning plans and provision documents. They will follow the Assess, Plan, Do, Review cycle each term and devise outcomes in the learning plans and provision documents. There are teaching assistants (TAs) within school who are able to support children in class, in interventions and one-to-one if this is what is needed.

The school's SENDCo is responsible for the overall monitoring of education for children with SEN and ensuring that the SEN policy is implemented across the school.

The Headteacher is also responsible for the overall learning of pupils, including those with SEN.

The SEN Governor's responsibility is to ensure the implementation of the SEN policy across the school and to be informed of the education of all children on the SEND list.

We have a link early intervention family worker who can be contacted to support families when needed.

### **Staff training**

Training is arranged depending on current needs. Teachers and TAs may attend courses aimed at improving knowledge of specific needs and improving support for the children with those needs.

Staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development.

The SENDCo keeps up-to-date with developments through local meetings and training.

### **Outside Agencies**

There are a number of Outside Agencies from which we can request support for individual pupils. In order to request their support, we often have to prove what interventions are already in place. When we make an application for support these often go to a panel who will decide if the children meet certain thresholds they have in place.

We must always have parental support, involvement and consent for these referrals.

Outside Agencies include:

- Educational Psychologist
- Specialist Teaching Team
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health (CAMH)

A number of special needs such as Autism and ADHD are medical diagnoses. This means that only a doctor can make the diagnosis. School staff may be experienced in recognising these needs, however we are not qualified to say for certain if a pupil has it.

A referral to the Community Paediatrician for an assessment request for a diagnosis can be made by the SENDCo when appropriate.

### **Local Offer**

Cambridgeshire County Council have a '**Local Offer**'. This is a 'front door' to information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

### **What information is included in the Local Offer?**

Through the web pages in the SEND section and across all the Children and Families web pages you can find:

- How educational settings support children with SEND
- Information about childcare and funding
- Information about health services
- Information about specialist services that support children and young people with SEND





- Information about Education, Health and Care assessments and plans
- Information about school and college transport
- Information about how schools and colleges are funded to support children and young people with SEND
- Information about leisure activities

Here is the link <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

### **Accessibility**

Our building is fully accessible for children and adults with disabilities. Please see our Accessibility Plan.

### **Links with other schools/Transfer arrangements**

Foundation Stage staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue, the SENDCO will telephone to further discuss the child's needs.

For children transferring from Offord Primary School the SENDCO will discuss these children with other schools on request.

For children moving onto secondary school, we usually pass on information to their SENDCO and ensure children with SEND have a smooth transition, for example through extra transitions visits.

### **Admission arrangements**

Children with additional educational needs are considered for admission to the school on the same basis as children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their child's identified needs.

### **Working with disabled parents/carers**

We recognise that there will be a number of disabled parents/carers of children within the school and we strive to ensure they are fully included in parents/carers activities.

### **Complaints**

If a parent wishes to complain about the provision they should, in the first instance, raise it informally with their child's class teacher or SENDCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will acknowledge the complaint within two school days and a reply made within 15 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaint Policy. This is available on the school website and from the school office.

### **What other policies support the SEND policy?**

Other policies that may be useful are:

- Safeguarding and Child Protection policy
- Behaviour Policy
- Accessibility Plan

### **Storing and Managing of Information**

All SEND records on paper are stored in a locked cabinet. Relevant documents including a child's EHC Plan are copied for class teachers, teaching assistants and kept within the class teacher's file. All documents are treated as highly confidential. Any records of a child transferring from Offord are sent to their new school. All Year 6 SEND records are handed to the relevant secondary school at the end of the summer term. Digitally produced documents e.g. learning plans and passports, confidential reports received from outside agencies, reports written, for example as part of an annual



review of an EHCP or EHA process and provision maps are kept on the Shared Drive. This information may also be stored on the School's Edukey programme. SEND Register information is also stored digitally within the school's database system. Edukey is a programme used by the school to create, record provision, SEN information learning plans and passports for pupils. Insight Tracking is a programme used to track, record and store the progress of pupils at the school. These are cloud-based programmes.





## Appendix 1

### Assess, Plan, Do, Review Cycle

#### A Graduated Response to SEN

What are the procedures for getting support for a pupil who has, or may have, a SEN?

**All children must have access to High Quality Teaching.**

As part of the SEND Code of Practice, we must regularly assess the children with SEN following the **Assess, Plan, Do, Review** cycle.

<b>Identify</b>	<ol style="list-style-type: none"> <li>1. Share the concern with parents and share that you will be passing the concern onto the SENDCo.</li> <li>2. Class teacher share concern, current assessments and baselines with SENDCo.</li> </ol>
<b>Assess</b>	<ol style="list-style-type: none"> <li>3. SENDCo and class teacher will meet and discuss academic levels, observations and needs.               <ul style="list-style-type: none"> <li>• Further observations may be needed.</li> <li>• Further assessments may be needed. Some may need parental permission.</li> </ul> </li> </ol>
<b>Plan</b>	<ol style="list-style-type: none"> <li>4. The Class teacher may write a learning plan and passport (with the support of the SENDCo if required). A time limit will be set in order to measure progress.</li> <li>5. The class teacher will share the learning plan and passport with parents.</li> <li>6. If a learning plan and passport is not needed the actions to be taken are shared with parents.</li> <li>7. The SENDCo will get consent for any referrals /starting an Early Help Assessment (EHA).</li> </ol>
<b>Do</b>	<ol style="list-style-type: none"> <li>8. Ensure child receives the appropriate interventions.</li> <li>9. Employ any additional resources.</li> <li>10. Use appropriate scaffolding strategies or differentiated planning.</li> </ol>
<b>Review</b>	<ol style="list-style-type: none"> <li>11. When the time limit is reached, review progress compared to baselines. This could be:               <ul style="list-style-type: none"> <li>• A discussion between the teacher and SENDCo.</li> <li>• An observation by the SENDCo.</li> <li>• Checking the pupil's work / learning / levels.</li> <li>• Repeating assessments and comparing against baselines.</li> </ul> </li> <li>12. If no progress has been made from these actions, then another round of Assess, Plan, Do, Review must be carried out with different interventions and strategies.</li> <li>13. If, at the second review stage, no progress has been made or is extremely limited then a referral to the Specialist Teaching Team may be done. Referrals to other Outside Agencies may be made at this time as well. The ideal outcome is that the pupil will move off the SEND Register and can be achieving and attaining at the same rate as peers. If children are making adequate – good progress, we will keep them on the SEND Register and complete regular learning plan and passports.</li> </ol>