Hardwick and Cambourne Community Primary School

Special Educational Needs Policy

Date Reviewed: Summer 2025
Reviewed by: Governing Body
Next Planned Review: Summer 2027

Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

1.1 We are committed to the process of inclusion and aim to provide full access to the early years and national curriculum for all. We will seek to identify differing needs and respond with appropriate and wider teaching strategies in a differentiated curriculum. Hardwick and Cambourne CP School provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and/ or physical needs that could create barriers to learning.

1.2 These barriers are likely to arise as a consequence of a child having special educational needs. Teachers take account of these barriers and provide ordinarily available provision (ie meeting needs from the resources generally available at school), where necessary, to support individuals or groups of children and thus enable them to participate more effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. Children with special educational needs have learning, emotional or physical difficulties that call for special provision to be made. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

1.4 The School SEND Information report identifies all provision from the school and the local offer. This is to be found on the school's website.

2 Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 In line with the School Admissions Code of Practice we treat children with SEN fairly and make no distinction with regards to special educational needs or disabilities. The aim of the school is to meet the needs of all children registered at the school. No pupil will be refused admission on the grounds that he/she has special educational needs or a disability. If your child has an Education, Health and Care Plan (EHCP) then school admission is managed centrally through the Statutory Assessment Team, who will explore the placement with the school.

3.2 Through appropriate curricular provision, we respect the fact that children:

- have different educational, emotional or physical needs and goals.;
- require different strategies for learning;
- learn at different rates;
- need a range of different teaching approaches and experiences.

3.3 Teachers respond to children's needs by:

- Identifying when a child is not making expected progress using the schools usual assessment systems, and seek advice from SENDCo when catch up programmes or targeted support is not closing the gap;
- providing support for children who need help with communication and interaction, specific or longstanding learning difficulties, social, emotional and mental health and physical difficulties;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities using the Assess, Plan, Do, review cycle;

- helping children to manage their difficulties and take part in learning effectively by removing barriers that may be hindering progress
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning safely;
- working alongside SENDCos in providing evidence of Assess, Plan, Do, Review cycle as described in the Code of Practice;
- including parents and pupils in the Assess, Plan, Do Review process and that parents are fully aware of their child's needs and progress

4 Special Educational Needs and Disability Co-ordinators

4.1 In our school the Special Educational Needs and Disability Co-ordinators (SENDCOs):

- manage the day-to-day operation of the policy;
- helping staff to identify children with special educational needs;
- co-ordinate the provision for children's special needs;
- ensure that the needs of pupils with SEND are made known to all who are likely to teach them;
- liaise, in collaboration with the Headteacher, with outside agencies such as Educational Psychologists, Speech Therapists, Specialist teachers, Occupational Therapists and Physiotherapists, Paediatricians, Family workers and Mental Health services;
- support and advise colleagues;
- maintain the school's SEND register;
- manage school-based specialist assessments and support colleagues in completing the documentation required by outside agencies and the LA;
- act as a link with parents;
- monitor and evaluates the special educational needs provision and reports to the governing body via liaison with the governor responsible for SEND;
- work with the headteacher and school governors to ensure that the school meets it's responsibilities under the Equalities Act with regard to reasonable adjustment and access arrangements;
- organise a range of resources, human and material, linked to children with special educational needs. This may involve arranging appropriate training for staff.

5 The role of the governing body

5.1 Through monitoring, the governing body should:

- ensure that provision is made for pupils who have SEND;
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
- consult the LEA and the governing bodies of other schools, when necessary or desirable, to co-ordinate special educational provision in the area as a whole;
- ensure that the school meets its obligations to provide pupils with SEND the opportunity to join in with all pupils in school activities so far as is reasonably practical and compatible with the child's learning needs and the needs of the wider group of pupils;
- report to parents on the implementation of the school's policy for pupils with SEND;
- follow the Code of Practice when carrying out its duties to pupils with SEND;
- ensure that parents have been notified of a decision of any extra provision being made for their child;
- monitor the effectiveness of policy as demonstrated by assessment results and progress of children on the SEND register.

5.2 The named SEND governors reports regularly to the Governing body and meets regularly with the SENDCOs.

6 Allocation of resources

6.1 The SENDCOs are responsible for the operational management of the specified and agreed resourcing (interventions, programmes and materials for 1:1 support) for special needs provision within the school, including the provision for children with an Educational Health Care Plan (EHCP).

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed. The headteacher and the SENDCOs meet annually to agree on how to use funds directly related to statements and EHCP.

6.3 The school will follow the Special Educational Needs Code of Practice when making provision for all pupils with special educational needs and ensure that parents are notified of any decision by the school

7 Assessment

7.1 Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher **shares initial concerns** with the SENDCo at the earliest opportunity. After discussion between the teacher and SENDCo — if further action is needed, and it is decided that the child needs placing on the SEN register — an APDR or All About Me is created by the teacher, in collaboration with the child and parents, with SENDCo support. This allows all parties to share their concerns and enlist their active support and participation. Crucially, it also sets a timeframe for progress to be tracked and reviewed.

7.2 The class teacher will collate evidence (work samples, feedback from Teaching Assistants (TAs), intervention strategies used, reports, test results etc) and if lack of progress is evident, share this with the SENDCO. The SENDCO, together with the class teacher, will decide whether it is appropriate to place the child on the SEND register and at which level of provision

7.3 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

7.4 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators

7.5 The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.6 SEN Support

The SENDCO will take the lead in coordinating additional or different provision within school to enable the child to learn more effectively. The pupil's teacher, with the support of the SENDCO, will work closely with the parents and child to produce an Assess, Plan, Do, Review (APDR) outlining specific, measurable targets and strategies to meet them. The child's progress will be carefully monitored, reviewed and shared with parents termly. Children will refer to these APDRs as their Learning Plan, some children will have an All About Me Sheet, detailing important strategies that should be used and information about a child that all staff need to be aware of.

7.7 Outside agency support

For those children who continue to make less than expected progress, the school may request support and advice from external agencies (e.g. Educational Psychologist, Specialist support teachers and Speech and Language Therapist). This request may be done through the Early Help Assessment (EHA form) and any strategies will be implemented by the class teacher based on the advice they receive. The EHA requires regular Team Around the Family (TAF) meetings between staff and parents and any other professionals involved.

If a child has gone through several 'Assess, Plan, Do, Review' cycles and does not make progress, then the advice of external agencies may be sought. The SEND Specialist Service (formerly Specialist Teaching Team) can be accessed,

with parental permission, to assess what more can be done for the child. New strategies may be identified and carried out at this stage.

If additional services are required from other external agencies, an Early Help Assessment (EHA), formerly known as a CAF, will be initiated electronically by the SENDCo, following consultation with parents and having acquired their consent. The EHA is a document which details the child's difficulties and the strategies that have been used in the past. This forms a pathway to additional advice and support from specialist local services.
These services include:
· Speech and Language therapists
· Occupational therapists
· School nurse
· Community Paediatrics
· Emotional Health and Wellbeing Service (EHWS)
· CAMHS

Most children who access specialist support, will begin to close the gap to the point where they are able to make expected progress broadly in line with their peers, once focused strategies and interventions have been completed. However, children with complex and long-term needs may need additional support in the form of tailored provision within the classroom. This may require additional adult support. In this instance the school and parents, along with specialist services, would work together to complete a Needs Assessment to be put forward for an Education, Health and Care Plan (EHCP) which would enable the school to fund additional resources to support the child in a mainstream classroom on a longer term basis.

7.8 Education Health Care Plan Assessment (EHCP)

An EHCP is for children and young people aged 0 – 25, with complex, long term needs that cannot be met by the support put in place by their school or college without additional funding from the Local Authority. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. EHCPs have the same protection in law as a Statement of SEN.

Parents or carers, young people over the age of 16, early year's settings, SEND, v9, Feb 2022 11 schools, colleges and any professionals working with a child or young person can request an EHC needs assessment.

When an EHC needs assessment is requested, it is sent to the Statutory Assessment and Resources Team (START) with all the information that has been mentioned in 7.7, including views of parents/carers, pupil, school and any external agencies involved.

In order to comply with the overall statutory timescales for all local authorities of 20 weeks from the request for assessment to the final EHCP, the draft EHCP should be issued within 14 weeks from the request for an EHC needs assessment.

When all the information has been gathered a decision whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. The panel is made up of Senior SEND officers, head teachers and senior representatives from Social Care and Health. If the panel agrees that your child is eligible for a plan an EHC needs assessment will be completed. If the panel decides that your child is not eligible for a plan, START will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can meet with you to discuss the decision. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers are directly responsible for planning activities and use a range of strategies to meet children's special educational needs. The SENDCO will support teachers in planning for children with SEN where necessary. Outside agencies may also provide programmes of work for children which are then delivered by TAs or teachers. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Assess, Plan, Do, Reviews , which employ a small-steps approach, and SMART (Specific, Measurable, Achievable, Relevant, Time related) targets, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the Special Needs Register have an APDR or an All About Me. The targets on APDRS are reviewed each term with parents and the child, and new targets are written together. All About Me sheets are updated each year in September.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. 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. Children's views are gathered to help analyse our provision.

9 Partnership with parents

9.1 At all stages of the special needs process, the school keeps parents fully informed and involved. We listen to parent's views, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

9.2 We have regular meetings during the year to share the progress of children with special needs with their parents. We inform the parents of any outside intervention, that we feel is needed, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. The educational needs and wishes of the child are the primary concern at all times.

10 Monitoring and evaluation

10.1 The SENDCOs monitor the movement of children within the SEN system in school. The SENDCOs provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENDCOs are involved in supporting teachers involved in drawing up APDR's for children. The SENDCOs and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCOs and the named governors with responsibility for special needs also hold regular review meetings.

10.3 The Headteacher and the SENDCOs monitor the effectiveness of provision. The monitoring criteria include:
- the maintenance of accurate, up to date records by the SENDCO and other staff;
- evidence from monitoring classroom practice by SENDCO or HT;
- analysis of pupil tracking data and test results (for individuals and groups of pupils);
- value added data for pupils on the school's SEN register;
- evidence from OFSTED inspection reports;
- school development plan.

10.4 The SENDCOs will work with the named governors to provide an annual report on progress of SEN provision. Areas of development will be identified on the SDP and/ or TOP as necessary.

11 Update and Revision

11.1 This Policy will be reviewed annually ; or earlier if there are significant changes needed.