CHERRY ORCHARD PRIMARY SCHOOL

Special Education Needs and Disability (SEND) policy

Reviewed policy:	Spring 2016
Reviewed policy shared with staff:	Spring 2016
Reviewed policy shared with Governors:	Spring 2016
Policy to be reviewed again on:	Spring 2016

Special Educational Needs Coordinator (SENCo)/Inclusion Manager:
Buffy Lloyd
Qualified as SENCO: June 2013
Member of SLT: Yes
Phone: 020 8566766
Email: deputyheadteacher@cherryorchard.greenwich.sch.uk

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- The school's Information Report (found on the school website)
- Statutory guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- The school's Safeguarding Policy (found on the school website)
- The school's Accessibility Plan (found on the school website)
- Teacher's standards 2012

Rationale

At Cherry Orchard we aim to raise standards and achievement for all pupils through good and outstanding teaching and a dyslexia friendly environment. We believe that high standards of behaviour are achieved through working in partnership with parents and the community. Cultural diversity is valued and all members, both adults and pupils, are treated with respect. The early identification of individual needs, through on-going monitoring and assessment, enables us to meet the needs of all learners. In conjunction with Every Pupil Matters principles pupil standards are at the forefront of all we do. In a safe, healthy and stimulating environment, pupils are expected to achieve their full potential in order that they can gain economic well-being and make a positive contribution to society.

The aims of the School's Special Needs policy

At Cherry Orchard School we are aware that any pupil, at some stage of his/her development may have a special educational need. A pupil has a special educational need if he or she has a learning difficulty that is significantly greater than the majority of the pupils of his or her own age.

A pupil may also have a disability which causes physical barriers within the learning environment.

We believe that pupils learn in many different ways both individually and collaboratively and we endeavor to meet those individual needs.

In accordance with the SEND Code of Practice 2014 we aim to meet the needs of all our pupils to help them to realise their full potential.

Provision for pupils with special educational needs and/ or disabilities is a matter for the school as a whole.

Identifying SEND

The SEND Code of Practice 2014 describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical difficulties.

The broad nature of these categories promotes consideration for the needs of the whole child, not just their educational needs.

When considering whether a pupil may have a special educational need, the school must first address any other factors which may be impacting on progress and attainment but do not alone constitute SEN. These include:

- Disability *(the Code of Practice outlines that schools have a duty to make 'reasonable adjustments' for pupils with a disability to enable them to access their learning under current Disability and Equality legislation. A disability alone does not constitute SEN)*

- Attendance and punctuality
- Health and Welfare
- English and an addition language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women

The school recognises that pupils who fall into one or more of these categories may also have special educational needs. We endeavor to take measures to remove such barriers to learning before considering that a pupil has special educational needs.

A graduated approach to SEN support

Quality Teaching

The school applies an ongoing 'Assess-Plan-Do-Review' cycle. Teachers are responsible for the progress and attainment of all pupils in their class. They continually monitor their pupils and carry out ongoing assessments. On the basis of marking, assessments and observations a teacher may consider that a pupil needs additional support. Learning tasks given and management of that pupil will be differentiated within the class in order to meet that pupil's needs.

Internal School Support

Pupils whose attainment and progress continues to cause concern are noted on class Progress Check forms (Appendix 1) discussed with senior leaders at half termly Progress Meetings. Other factors which could be impacting on a pupil's learning are discussed and parents may be invited to meet with staff to help overcome any external factors. Additional support will be considered and appropriate interventions be put in place. This support will be planned for and is overseen by the class teacher with the SENCO's input as necessary. The additional support may be provided by a teaching assistant (TA) in small groups or individually, the Learning Mentor or a teacher.

Support from Outside Agencies

The SENCO makes arrangements to draw on more specialised assessments from outside agencies for pupils with a higher level of need whose attainment continues to cause concern after a reasonable period of quality in class support and additional internal intervention has taken place, usually 6 weeks (half a term).

Deployment of Resources

The level of additional support and timetabling of this is decided by the Headteacher and SENCO. These decisions are informed by the half termly Progress Meetings. Teachers retain responsibility for the pupil on a daily basis and work closely with TAs and specialist staff involved to plan and assess the impact of support and interventions. Referrals to any outside agencies, e.g. The Educational Psychology Service, Waterside or Speech and Language therapy are always made in consultation with parents.

Training

Teachers and teaching assistants access regular staff training according to the current needs of their pupils, and of the school as a whole. Training is strategically planned and aims to enable the staff to identify barriers to learning early and better understand strategies to support more vulnerable pupils.
A list of recent staff training forms part of the school's SEND Information Report

Managing the needs on the SEND support register

Progress Meetings

Teachers adopt the 'Assess – Plan – Do – Review' cycle in their everyday planning and marking to monitor pupil progress and the effectiveness of learning and teaching. Strategies, additional support, interventions and referrals discussed and agreed by teachers and senior leaders at half termly Progress Meetings are recorded. These become the provision maps for each class and are working documents for teachers to refer to when teaching and planning (See Appendix 2). Measurable targets are set for pupils identified on these provision maps and time frames (usually half a term) agreed. Provision maps are reviewed at each Progress Meeting as part of the cycle. The targets for pupils who feature on class provision maps will form part of their Academic Review targets which are shared with parents and pupils at Academic Review meetings.

A pupil will be placed on the SEND school support register if they continue to be identified on the class provision map as having a learning difficulty that is significantly greater than the majority of the pupils of his or her age. The decision to place the child on the SEND school support register will take into account any external barriers to learning.

The level of SEND provision is outlined in the school's SEND Information Report which can be found on the school website:

http://www.cherryorchardschool.org.uk/docs/Cherry_Orchard_SEND_offer.pdf

If a pupil is receiving support provided at School level and continues not to make adequate progress (at least in line with national data for pupils of a similar age) the SENCO will invite parents to come into school to discuss their child's needs further and a referral to an outside agency within the Royal Borough of Greenwich may be made. Referrals are never made without parental consent. More information about the Royal Borough of Greenwich Local Offer can be found on the RBG website:

http://www.royalgreenwich.gov.uk/localoffer

EHCPs/ Statements of Special Educational Needs

Some pupils have more complex needs and require considerably more support in order to access their learning. If it is identified that the school may need additional funding to provide this support, the SENCO will meet with parents and discuss ways forward. In partnership with parents, teachers, support assistants, outside agencies and the child the SENCO creates a Personal Profile of the pupil. This Profile outlines strengths and areas for development, agencies already in place and the family and child's aspirations for the future.

In agreement with parents, the SENCO gathers an evidence base of the measures which are already in place for the pupil and submits a detailed application to the borough SEN department for statutory assessment for an Education Health Care Plan (EHCP). The application is discussed by a panel of professionals and a decision is made about whether or not the case warrants statutory assessment. If the panel decides that the case does not meet the threshold for statutory assessment, the school will be given advice about how best to support the pupil without additional funding. If the panel decides that the case does warrant statutory assessment, the borough will commission external professionals to assess the pupil and make recommendations about what additional support would be appropriate. As a result an EHCP may be issued and funding released to the school to spend on the additional resources needed to enable the pupil to reach his or her potential in line with the objectives set out in the plan.

Teachers of pupils with EHCPs (previously Statements) review their targets termly (Appendix 3) and create a termly work plan (Appendix 4) outlining how targets will be addressed and who will deliver the input involved.

An annual review of the EHCP takes place at a meeting attended by parents, all school and external professionals involved with the pupil and the pupil themselves (if appropriate). The long term objectives set out in the original plan and short term targets set are reviewed along with the progress made by the pupil. New targets are set and any new approaches agreed. Parent and pupil views are shared and discussed. The paperwork from these meetings must then be shared with the RBG within 2 weeks.

Criteria for exiting the SEND support register

If a pupil's progress and attainment is no longer causing concern, and outside agencies are no longer involved, they may exit the SEND support register. Parents will be informed termly of their child's progress and attainment at Academic Review meetings. If the SENCO considers that a pupil should exit the SEND support register, parents will be informed.

Supporting pupils and their families

Parents and pupils are encouraged to raise any concerns with regards to learning or emotional difficulties with the class teacher, SENCO or Learning Mentor by appointment at the school office.

Families are invited to look at
- the school's SEND Information Report

http://www.cherryorchardschool.org.uk/docs/Cherry_Orchard_SEND_offer.pdf

- the RBG Local Offer

http://www.royalgreenwich.gov.uk/localoffer

Admission arrangements

All pupils are welcomed at Cherry Orchard School. No pupil is discriminated against on the grounds of disability or special needs.

See the school's admissions policy:

http://www.cherryorchardschool.org.uk/docs/policies/Admissions.pdf

Exam arrangements for pupils with SEND

The headteacher, class teacher and SENCO provide evidence to the DfE if it is felt that a pupil's additional needs require additional time or resources in order to access exams. Applications are discussed with parents and made following DfE guidelines.

Transition

Pupils are prepared for changes in teachers, classes and key phases by making visits to their next learning space during the weeks preceding the change. Resources, such as social stories and photos, are used with pupils with more profound needs, anxiety or attachment issues. These resources may be sent home so that the child's family can support them at the point of transition.

Transition to secondary school for all pupils begins in the summer term of Year 6. For pupils with SEND, the transition process involves travel planning and safety sessions, and making visits to the secondary school accompanied by a member of school staff. The SENCO and Year 6 teacher have contact with the SENCO and inclusion teams in the secondary schools and have opportunities to discuss pupils' individual strengths and vulnerabilities. In some cases, parents are invited to a transition meeting between the secondary and primary school staff.

Supporting pupils in school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The arrangements in place in school to support pupils with medical conditions are outlined in the school's 'Supporting Children with Medical Conditions and Managing Medicines in School Policy' on the school website.

http://www.cherryorchardschool.org.uk/docs/policies/Supporting_Children_with_Medical_Conditions_and_Managing_Medicines_in_School_Policy.pdf

Monitoring and evaluation of SEND

The school is committed to a rigorous approach to evaluating and monitoring the effectiveness of teaching at all levels and its impact on learning. In addition to the half termly whole school assessments and progress checks, Senior Leaders regularly monitor within curriculum areas through learning

walks, book looks, observations and data analysis. This includes a focus on the impact of teaching on the learning of pupils with SEND.

The rigorous approach to evaluating and monitoring enables staff to make amendments to provision when necessary.

The SENCO contributes to the headteacher's report to governors so that they are kept informed of the school's SEND profile, including developments in provision, staff training, the progress and attainment of pupils with SEND and the range of needs within the school.

Training and resources

Funding for special needs is allocated by Greenwich and will vary from year to year. A fixed amount is allocated to support pupils with EHCP statements. This is mostly used for TA support but the nature of support depends on the needs of the pupil. How the resources are distributed is dependent upon the needs of pupils and will necessarily vary each year.

The training needs of staff are identified and planned for in relation to the current needs of the pupils. Whole staff training opportunities are planned in accordance with the high frequency needs across the school. Cyclical refresher training ensures that new staff are induced into the whole school approach to SEND. This training may be delivered in house or by external agencies.

The SENCO attends the borough and cluster SENCO meetings in order to keep up to date with the local and national updates in SEND.

For more information about the SEND staff training programme, follow the link:

http://servicestoschools.royalgreenwich.gov.uk/courses

Roles and responsibilities

SENCO: Buffy Lloyd

- Liaising with and advising fellow teachers
- Coordinating provision for pupils with special educational needs and/ or disabilities in collaboration with the Head Teacher

- Maintaining the School's special needs register and overseeing the records on all pupils with special educational needs and/ or disabilities.
- Liaising with parents of pupils with special educational needs and/ or disabilities.
- Attending relevant inset that supports special needs work
- Contributing to the in-service training of staff
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Attend reviews
- Monitoring
- To ensure that the SEND offer (available on the school website) is in line with the Special Needs policy
- Managing the school's responsibility for meeting the medical needs of pupils

Teaching Staff

- To be involved in the development of the schools SEND policy
- To adhere to the school's SEND policy
- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and/ or disabilities.
- To differentiate planning in order for all pupils to access the curriculum
- To write reviews and set targets
- To work with teaching assistants in supporting pupils
- To attend reviews
- To inform and share concerns with parents
- To engage with continuing professional development opportunities relating to SEND and draw upon skills base when working with individuals and groups or pupils.

Governors:

- To have regard to the SEND Code of Practice 2014 when carrying out its duties
- To be involved in developing and monitoring the school's SEND policy
- To be up-to-date and knowledgeable about the school's special needs provision, including how funding, equipment and personnel resources are deployed
- To ensure that special needs provision is an integral part of the school development plan
- To monitor the quality of special needs provision
- To report to parents on the implementation of the school's policy for pupils with special educational needs and/ or disabilities.
- To ensure that the SEND offer (available on the school website) is in line with the SEND Code of Practice 2014 and the Special Needs policy

Head Teacher

- Designated Teacher with specific Safeguarding responsibility
- Named member of staff responsible for managing PPG/LAC funding
- To promote high standards of education for all pupils, including those with special educational needs and/ or disabilities.
- To inform the school's governing body
- To work closely with the SENCo in implementing policy
- Ensuring **all** staff are aware of specific pupils's needs
- To ensure that the SEND offer (available on the school website) is in line with the SEND Code of Practice 2014 and the Special Needs policy

Non teaching staff

- To work with class teachers in supporting pupils with SEND by addressing targets and preparing resources that will support those targets, enabling him/her to have access to the curriculum
- To help pupils to become more independent

- To liaise with outside agencies alongside the class teacher and SENCO to gain specialist advice and support for individual pupils
- To attend reviews of pupils with Statements or Educational Health Care Plans
- To engage with continuing professional development opportunities relating to SEND and draw upon skills base when working with individuals and groups or pupils.

Storing and managing information

Every pupil on the SEND school support register is included in a whole class provision map. Class teachers also keep a class SEN folder which is kept in their classroom. This contains copies of targets and any relevant information, e.g. advice from speech therapists, which is maintained by all additional staff who work with him/her.

Provision of detailed information ensures that all staff who teach each pupil are conversant with current work being done and that targets are worked towards and achieved. It also helps to ensure there is consistency.

The register is reviewed and updated termly at meetings led by the SENCO in collaboration with all teaching staff. Review targets are set for each pupil with special educational needs and/ or disabilities, which may or may not be amended as is deemed appropriate. Use is also made of classroom observation, assessment and record keeping.

Teachers and teaching assistants who work with pupils who have statements keep individual working folders containing current reports, targets and records of progress in addition to the pupil's class books and recordings. These are monitored by the SENCO and used to inform future planning.

The SENCO keeps central records on all pupils on the SEND school support register. These records are locked away and are only accessible by authorised school staff. The records of any pupil who is removed from the SEND school support register will be archived and kept on file until the pupil leaves the school. Any records of pupils who are still on the register at the time when they leave the school will be forwarded to their new school.

Reviewing the policy

This policy will be renewed annually in partnership between the SENCO and headteacher, teaching staff and Governors. When renewing the policy, the

school will ensure that it continues to meet the needs of the pupils and remains compliant with local and national guidelines.

Accessibility

The school is accessible to all adults and pupils including those with disabilities. The school is on one level with ramps from the road and the main entrance. There is a designated parking bay outside the school for stakeholders with disabilities. There is a toilet adapted for disabled persons in the main school building. In the nursery there is an adult and a pupil toilet adapted for people with disabilities.

A sensory room provides a safe place for pupils to explore and develop sensory skills.

Specific needs for pupils with disabilities are accommodated wherever possible. E.g. Chairs for a pupil with muscular dystrophy, computer aids loaned from CENMAC for pupils with poor motor control or laptops computer with voice activated software.

The school also has a purpose built hygiene suite equipped to support pupils with physical difficulties.

The school seeks advice and support from the LA in accommodating pupils' specific needs and any adaptations that may need to be made.

Please refer to the school's Disability Access Plan, found on the school website:

http://www.cherryorchardschool.org.uk/docs/policies/Disabilty_Access_Plan.pdf

Dealing with complaints

The headteacher and SENCO will deal with any complaints sensitively and confidentially.

Any parent who may still have concerns is able to contact the special needs department of the Local Authority or speak to the Parent Partnership Officer.

<u>Bullying</u>

Bullying of any form is not tolerated at the school. Incidents of harassment and bullying are investigated sensitively and quickly in partnership with families.

The school's Anti Bullying policy can be viewed on the school's website:

http://www.cherryorchardschool.org.uk/docs/policies/Anti_Bullying_Policy.pdf

Appendix 1

Progress Check

Term: Spring 1 **Teacher:** ▮ **Class:** ▮ **No in Class: 30**

Expected Exit Level/ APS: 15

Whole Class APS		
Reading	Writing	Maths
APS: 14.4	APS: 14.3	APS: 14.1

APS	Reading	Writing	Maths
Non Pupil Premium (14)	15.2	15	16
Pupil premium (16)	13.6	13.8	13.8

Reading - Children not making adequate progress (APP attached)			
Pupil name	Level	Strategies used	Next steps
▮	Emerging	Additional phonics. Paired reading.	Dyslexia diagnosis – STEPS programme to be implemented. Coloured overlays for reading.

Writing - Children not making adequate progress (APP attached)			
▮	Emerging	Recapping punctuation in grammar games and when editing.	More focus on punctuation. Targeted adult support when editing to read his work aloud so he can hear where full stops need to go.
▮	Emerging	Reading rainbows to help him sound out	Laptop to type writing up, use of talking tins to record ideas.

Maths - Children not making adequate progress (APP attached)			
Pupil name	Level	Strategies used	Next steps
▮	Emerging	Use of Testbase questions as challenges, including	Look at maths papers during lesson, like with

		looking at solving them as whole class. Problem-solving activities.	comprehension papers in guided reading. Focus on problem-solving in lessons.

Children causing concerns	Nature of concern
███	Limited progress – attendance/ attitude to learning

Appendix 2

Provision Map (Example)
Year: Date:

Quality teaching strategies: visual timetable, task boards x 5, peer mentoring, grouping for support, cumulative reward system, writing frames, word banks, feelings wall, worry box, phone-a-friend, wobble seats x 3.

Interventions:

Intervention	Gp Size	Frequency and staff	Pupil	Entry data	Intervention Target	Exit data	Outcome
Comprehension group	1:6	**3 x 15 x 6 weeks HLTA**	**Amy Joe Dan Fred Bob Max**	Emerging	**Plus one sub-level To use expression in reading To demonstrate understanding of text in conversation**	Expected	**Positive outcome for all except Joe –behaviour an issue.**
Numeracy	1:6	**4 x 20 x 8 weeks (early am) HLTA**	**Dan Fred Carl Amy Jane Sara**	Emerging	**Plus one sub level To be able to use multiplication facts (2,5 and 10) confidently To use the 24 hr clock**	Expected	**4/6 plus one sub level or more. Positive outcome. Amy attendance poorl**
Paired reading	1:1	**Daily, x 10, HLTA**	**Joe**	Emerging	**To re-engage with text Read with expression**	Expected	**Good progress**
Social Skills	1:3	**3 x 15**	**Carl Jack Wayne**	**Leuven 1 2 4 2 3 2**	**To work on ind targets Organisational skills Working with others Working with others**	**Leuven 3 3 4 4 4 4**	**Leuven well-being and involvement improved.**

Appendix 3

Termly review of Statement/EHCP

Child's name ████████   Date: January 2016

Class teacher ██████

Teaching assistant: ███████

Targets to be reviewed from last Termly Work Plan

1. To be able to recognise and sign 5 jungle animals
2. To be able to identify and sign 5 savoury foods (e.g. vegetables)
3. To continue matching word to word in relation to animals (Word Up)
4. To be encouraged to walk as much as possible to improve his physical well-being and stamina
5. To recognise numbers to 5
6. To be able to give 5 items
7. To copy his name with adult support

Comment by class teacher

████ is a cheerful member of the class, who enjoys PE, dance and music. He now interacts more willingly with his peers, engaging in imaginative play with his friends at playtime.

Working with ██████, he has worked on improving his fine motor skills, and has become more adept at tracing his name, especially using paint. Numicon is used daily to support ████ in mathematics, he can use it to add small numbers, although sometimes misses numbers out when counting independently.

Following his Word Up programme, he remembers the word of the day and is eager to tell others around school about it.

Pupil comment   (using sign and symbols)

"I like playing football with my friends. I am good at

Summary of concerns

1. His hearing loss and its impact on him during whole class learning limes.
2. Attendance

Appendix 4

███████

Termly work plan   Date: January 2015

Targets for the pupil	Action to be taken by the	Action to be taken by the	Action to be taken by the	Targets achieved by the pupil
	TA	Class teacher	Parents/carers	
To develop understanding and use of language	Using Makaton and visual prompts	Modelling focus language in class; Providing visual cues in whole class session	Praise ████ when using new words	
To learn 10 new verbs and use them appropriately (through labelling or signing) when describing pictures	Daily Makaton Word Up Verb game Guided Reading	Allowing time to complete daily interventions. Referring to new learning during whole class sessions	Reinforcing new words from stickers at home	
To produce a sentence (through sign or speech) containing a subject-verb structure eg the man is kicking	Following chatterbox pictures and signs Speech and language programme	Allowing time to complete daily interventions. Referring to new learning during whole class sessions	To expect ████ to speak in sentences	
To be able to produce the /s/ sound in isolation and to use the sound with a range of vowels eg s ee, s oo etc	Daily SALT sessions	Allowing time to complete daily interventions. Referring to new learning during whole class sessions	To practice saying the /s/ sound at home	
To be able to produce the /t/ sound in isolation and to use the sound with a range of vowels eg t ee, s oo etc	Daily SALT sessions	Allowing time to complete daily interventions. Referring to new learning during whole class sessions	To practice saying the /t/ sound at home	
To access handwriting activities through a sensory approach	Sand tray/ painting words etc	Making multi sensory resources available		
████ will follow his Word Up programme daily	Daily Word Up programme	Referring to new learning during whole class sessions	Reinforcing new words from stickers at home	