Camp School
Special Educational Needs & Disability (SEND) Policy

Approved by Governing Body: April 2024 Next review: April 2027

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Statement of Intent

This SEND Policy documents how we at Camp Primary & Nursery School meet the needs of all pupils including those with special educational needs and/or disabilities (SEND). It reflects the statutory requirements outlined below, and the actual practice of the school.

Through successful implementation of this policy, the school aims to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as it is appropriate
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development

- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- To work within the guidance provided in the SEND Code of Practice (0-25) 2015.

This policy is statutory and affects all ECM outcomes. It has been adapted from the Hertfordshire model Special Educational Needs policy. This policy complies with the statutory requirement laid out in the SEND Code of practice (0-25) 2015.

The school will work with the Local Authority, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between families, education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal Framework

1.1 This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

1.2 It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

1.3 This policy operates in conjunction with the following school policies:

- Admissions Policy
- Single Equality Policy
- Data Protection Policy
- Records Management Policy
- Curriculum Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- SEND Information Report

2. Identifying Special Educational Needs

2.1. The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

2.2. After discussion with the class teacher or SENCo, parental concerns will be taken into consideration.

2.3. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2.4. Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

3. Definitions

3.1. A child or young person with a learning difficulty or disability, which calls for special educational provision to be made for him or her would be identified as a child with SEND. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

• Significantly greater difficulty in learning than most others of the same age.
• A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

N.B: A child under compulsory school age has special educational needs if he or she is likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

3.2. Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

4. Areas of Need

4.1 The school reviews how well equipped we are to provide support across the 4 broad areas of need. The broad areas of need identified by the SEND Code of Practice (0-25) 2015 are;
Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs

5. Admissions

5.1 All applications for places at Camp Primary and Nursery School will be treated fairly and in accordance with the published admissions criteria in the Admissions Policy. As such:

- No child will be refused a place in the school because of their special needs, disability, race, gender, background or any other protected characteristic.
- Admission for a child that has named the school in their EHC plan will not be refused if the placement is considered to be the most appropriate for the child.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.

6. Roles and responsibilities

6.1 Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

6.2 The Governing Body, in cooperation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

6.3 The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEND;
- Ensure that teachers monitor and review the progress of pupils, including those with SEND, across the course of the academic year
- Ensure that the governing body continue to be informed about SEND issues;
- Working closely with the SEND personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- Ensure that the school SEND information report is shared as part of the admission pack at both Nursery and Reception entry
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

6.4 The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan;

- The necessary provision is made for any pupil with SEND;
- All staff are aware of the need to identify and provide for pupils with SEND;
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- They have regard to the requirements of the SEND Code of Practice (2015);
- Parents are notified if the school decides to make special educational provision for their child;
- They are fully informed about SEND issues, so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- The quality of SEND provision is regularly monitored;
- They, and the school as a whole, are involved in the development and monitoring of this policy.

Note: Many of these responsibilities will be delegated to the Head Teacher and/or SENDCo.

6.5 The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Collaborate with the Head Teacher, Senior Leadership Team and Governing Body to determine the strategic development of SEND policy and provision in the school
- Liaising with and advising other staff;
- Helping staff to identify pupils with SEND;
- Carrying out detailed assessments and observations of pupils with specific learning problems;
- Coordinating the provision for pupils with SEND; including supporting teachers with in class strategies as well as providing, where necessary, a range of individual and/or small group interventions and evaluating the efficacy and impact of these to ensure they are effective
- Supporting class teachers in devising strategies, drawing up Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- Be a key contact with external agencies, including the Local Authority and Local Authority support services, arranging meetings, and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEND register and records;
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- Contributing to the in-service training of staff;
- Managing learning support staff/teaching assistants working closely with children with SEND
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour

management and other issues for particular pupils;
- Advise on the deployment of the school's budget for SEND and other resources to meet pupils' needs effectively
- Liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;
- Liaise with the relevant designated teacher where a looked after pupil has SEND
- Attaining the National Award in Special Educational Needs Coordination within three years of appointment

6.7 **Class teachers** are responsible for:

- Including pupils with SEND in the classroom, making reasonable adjustments and providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion;
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- Working in partnership with parents of pupils with SEND to give feedback and discuss their child's needs, provisions and progress;
- Working with the support of the SENCo to draw up and implement provision maps, planning and reviewing support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use assessments which are appropriate according to the pupils needs, to set targets which are ambitious yet achievable
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving
- Work closely with members of support staff within their team, in particular those who are providing 1:1 support to a pupil or pupils within the class, establishing effective systems of communication to ensure that support staff feel confident to meet the needs of these pupils and that a consistent approach can be applied
- Through their daily teaching, share and model to members of support staff within their team effective strategies known to support pupils with SEND
- Liaise with other staff who may support pupils with SEND, ensuring a joined up approach

6.8 **Learning support staff/teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- Use the school's procedures for giving feedback to teachers about pupils' progress and their responses to tasks and strategies;
- Be aware of the additional needs of children with whom they work, including being familiar with the children's provision maps;
- Implement strategies and interventions identified on children's provision maps under the direction of the class teacher and/or the SENCo;
- Be prepared to undertake relevant and regular training and meetings to support them in meeting the needs of children with SEND.

6.9 Note: The responsibilities above should be read in conjunction with the relevant job descriptions where more specific guidance may be given.

7. Involving pupils and parents in decision making

7.1 Effective planning should help parents, children and young people with SEND express their needs, wishes and goals and should:

- focus on the child or young person as an individual, not their SEND label
- be easy for children, young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Provide regular opportunities for pupil and parent voice, enabling the child or young person and those who know them best to express interests and hopes for the future
- Ensure that support has been tailored to the individual needs of the pupil
- Bring together relevant professionals to discuss and agree together the overall approach

8. Joint commissioning, planning and delivery

8.1 Camp Primary and Nursery School will collaborate with the Local Authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention
- Early identification/recognition
- How pupils and their families will be able to access services
- How transitions between life stages and settings will be managed, including from early years to primary education and from primary to secondary education
- How provision and support services will enable pupils to prepare for their future adult life

9. Funding

9.1 Where additional pupil needs are identified the school will allocate its delegated funding allowance.

9.2 Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing local high needs top-up funding from the Local Authority to provide additional specialist support.

10. The Local Offer

10.1 The school's governing board will collaborate with and support the Local Authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school will work with Local Authority, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate

with those providing services.

- Accessible: The school will collaborate with the Local Authority during development and review to ensure that the Local Authority's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and - publicised.
- Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the Local Authority in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the Local Authority to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

10.2 The school will provide the Local Authority with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

11. Identification

11.1 The school will assess each pupil's current skills and levels of attainment on entry.

11.2 The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

11.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness

12. Graduated approach

12.1 School will employ the graduated approach to meeting a pupil's needs. As such school will:

- Establishing a clear assessment of the pupil's needs.
- With the pupil's parents, the school will plan and implement support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Review the effectiveness of the support and make any necessary revisions.

12.2 SEND Support is identified for:

- Pupils with, or on the pathway to, a diagnosis of a Special Educational Need (SEN) within one of the 4 broad areas of need (Cognition and Learning, Communication and Interaction, SEMH, Physical/Sensory) that significantly impacts on their ability to access mainstream teaching and learning and/or maintain emotional and social wellbeing.
- Pupils who receive formal and ongoing targeted support and for whom the SENCo is providing regular guidance and strategies to teachers that are over and above HQT and reasonable adjustments. (See Targeted statements within the Herts Provision Tool

for guidance).
- Pupils where external professionals are offering ongoing targeted guidance and strategies that are over and above HQT and reasonable adjustments.
- Pupils who are working significantly below their chronological age and require an adapted curriculum that may involve knowledge and skills from a previous Key Stage

13. Education, Health and Care (EHC) Assessment

13.1 The school will request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
13.2 The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, as per Local Authority deadlines.

13.3 If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

14. Education, Health and Care (EHC) plans

14.1 The school will admit any child that names the school in an EHC plan, if the placement is considered by all stakeholders to be appropriate.

14.2 The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

15. SEND and disability tribunals

15.1 School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.
15.2 The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the Local Authority in responding to requests for information as part of procedures for mediation or disagreement resolution.

16. Data and record keeping

16.1 Record keeping is governed by the Confidentiality Policy.

16.2 An accurate and up-to-date register of the provision made for pupils with SEND is maintained.

17. Arrangements for monitoring and evaluation

17.1 The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENDCo and subject leaders;
- Analysis of pupil tracking data and test results for individual pupils and for cohorts;

- Value-added data for pupils on the SEND register;
- Termly monitoring of procedures and practice by the SEND Governor, an annual report to the Governing Body and a three yearly review of this policy;
- The school development plan, which is used for planning and monitoring provision in the school;
- Visits from LA personnel and Ofsted inspection arrangements;
- Feedback from parents and staff, both formal and informal, following meetings to produce Provision Maps and targets, revise provision and celebrate success.

17.2 Evidence of a broad range of success criteria including progress, attainment and well-being will be evaluated (and used to determine whether a child will remain on the SEND register. However, if a child is removed from the register, appropriate support and monitoring will still remain in place.

18. Arrangements for complaints

18.1 Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the relevant class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment to meet with the SENCo. In the event of a formal complaint, parents should follow the procedure in the school's complaints policy.