



Abbots Ripton Church of England Primary School

# SEND Policy & Information Report

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## **Contents**

1. Aims .....	3
2. Legislation and guidance .....	3
3. Definitions.....	3
4. Roles and responsibilities .....	4
5. SEND information report .....	5
6. Monitoring arrangements.....	9

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Every teacher is a teacher of every child or young person, including those with SEND. At Abbots Ripton CE Primary School, we identify the roles and responsibilities of all staff in providing for children's special educational needs. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Some children with SEND may need bespoke education plans to ensure this happens; provision for needs that are 'additional to and different from' the differentiated school curriculum in order to better respond to the four areas of need identified in the Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health (SEMH)
- Sensory/ physical

All pupils, whether they have SEND or not, must have an equal opportunity to participate in the full curriculum and life of the school. Pupils with SEND will be encouraged to become independent and take responsibility within the school, with reasonable adjustments being made where necessary.

The promotion of inclusion within Abbots Ripton CE Primary School is fundamental to our strategy. There are strong educational, social and moral grounds for educating children with SEND with their peers. This is an important part of the establishment of an 'Inclusive' society. However, we will also seek to take account of the views and wishes of parents and the pupils themselves. Ensuring that we have a person centred approach as to what is best for each individual child. Equally, we will be honest when we feel that we cannot provide the best provision for a child. Most notably, when a specialist placement may be more suitable for their individual needs.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements.

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCo

The SENDCo is currently Claire Matthews (shadowed by Charlotte MacLeod)

They will:

- Work together and with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support and Assess, Plan, Do, Review (APDR)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work together and with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Maintain a map of SEND provision for the whole school

### 4.2 The SEND Governor

The SEND Governor (currently Liz Pendered) will:

- Help to raise awareness of SEND matters at governing body meetings
- Be the communication link between the governing body and the SENDCo
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Monitor the effectiveness of the school's spending on SEND
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Keep informed about SEND issues and development both locally and nationally

### 4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Providing all children with quality first teaching

## 5. SEND information report

Abbots Ripton School are committed to ten principles of effective SEND provision

1. Prioritising leadership and provision for SEND by holding high and realistic expectations for all of our children. Carefully creating an environment that meets the needs of all learners via balanced programmes and resources to support and promote progress in areas of difficulty.
2. Ensuring strong teaching and learning. Providing a relevant and flexible curriculum tailored to pupil's needs. Investing in teacher expertise through continual and targeted professional development. Making use of inclusion teaching checklists to promote best practice.
3. To work effectively in partnership with pupils and parents. Ensuring regular, honest and open communication with parents and giving opportunities for pupil voice. Making clear the expectations for all parties.
4. Evaluating the impact of interventions and making adjustments to the provision accordingly.
5. Tracking and monitoring progress across different subjects and to identify any patterns of achievement across different SEN groups.
6. Use rigorous assessment and identification processes. Ensuring precise identification of SEND to match with appropriate intervention.
7. Use resources efficiently; including the deployment of highly trained Teaching Assistants and teachers working directly with SEND pupils. Ensuring a graduated approach to interventions
8. Developing on site expertise. Sharing knowledge as a team and benefitting from external partnerships.
9. Using effective and proven evidenced based interventions (including national recommendations e.g. What works well for pupils with Mathematical difficulties)
10. Coordinating and mapping provision and using a clear system of referral.

### 5.1 SEND provision

Our school can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEND and assessing their needs

Pupil progress is monitored carefully by qualified teachers who act quickly to identify and address gaps or barriers to learning. In addition, we assess each pupil's current skills and levels of attainment at three key points in the year, when pupil progress data is collected and analysed. This includes the start of the academic year, which will build on previous settings and Key Stages, where appropriate. Following these assessments, class teachers will report any concerns to the SENDCo immediately.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment does not necessarily mean a pupil has SEND and should not automatically be recorded as such. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty or disability.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Class teachers and the SENDCo will then work together to complete an Assess, Plan, Do, Review form (APDR), which will set joint targets and details of resources, programmes, or interventions as appropriate. This will create a record of provision to date and enable progress to be monitored.

Class teachers can discuss any concerns with the SENDCo at any point in the academic year, not just at key assessment points. Advice can be sought at any time.

## 5.3 Consulting and involving pupils and parents

At Abbots we believe that parent partnership plays a key role in enabling children with SEND to flourish. We will have an early discussion with the pupil and their parents when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty, recognising that children develop and progress at different rates
- We take into account the parents' concerns and aspirations for their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the SEND folder and a copy given to their parents. Children will complete a One Page Profile with their class teacher, which gives them the important opportunity to voice their concerns and how they specifically would like to be supported. Pupil voice and a child centred approach is very important to us at Abbots Ripton Primary.

We will formally notify parents when it is decided that a pupil will receive additional SEND support in school.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having special educational needs, we will take action to remove barriers and ensure effective provision to meet the needs of the child is in place. This support is a graduated approach in the form of a four part cycle of assess, plan, do, review (APDR). Early decisions and actions are revisited, refined and revised building a deeper understanding of the pupil's needs and what might support them to make good progress and achieve their best outcomes.

**Assess** – The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on a wide range of sources including:

- The teacher's assessment (both summative and formative) and their experience of the pupil in school
- The child's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents who know the pupils best
- The pupil's own views and aspirations
- Advice from external support services, (if relevant)

**Plan** – Where it is decided to provide additional support, the parents, teacher, SENDCo and other relevant agencies agree the adjustments, interventions and support to be put in place.

**Do** – The class teacher is responsible for working with the pupil on a daily basis, and working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the Class Teacher with ongoing assessments of the pupil's strengths and weaknesses.

**Review** – Effectiveness of support and interventions and their impact on the pupil's progress is reviewed regularly on an agreed date or earlier if appropriate. Reviews take place in collaboration with parents and the child to help identify the next steps in the cycle.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for secondary school

We will share information with the school or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Typically, transitions can be a particularly stressful time for children with SEND and we will look for ways to support them to reduce this anxiety. With the move to secondary school, we will look for opportunities to visit, as well as liaising with the Inclusion team. Transitions within school will be prepared for by thorough communication between class teachers and one page profile pages.

## 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions in the following areas, which we are hoping to add to over the coming year:

- Early reading interventions using specialist techniques from Reading Recovery and Fischer Family Trust
- Maths 5 minute number box, Success@arithmetic
- Phonics and sight word reading using ERT (Expanded Rehearsal Technique)
- Fine motor/Handwriting using Speed Up Handwriting and Write from the Start
- Spelling - SNIP Literacy programme
- Speech and Language sessions, including Elklan and Talking boxes
- Physical development sessions incorporating key elements from Sensory Circuits and the Fizzy programme.
- Visual perception skills
- Memory Development – good practice to develop working memory
- Lego therapy
- Social stories

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and **work spaces**.
- Using recommended work aids, such as laptops, vocabulary/word mats, coloured overlays, visual timetables, larger font, **work stations, visual supports**, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- **Providing learning partners, key staff or scaffolds to utilise as support systems on the road to independence.**

## 5.8 Additional support for learning

We have **four** part-time teaching assistants who can work with children with SEND across the school.

Teaching assistants will support pupils on a 1:1 basis when a specific gap in their learning has been identified or if they need significant support to acquire a new skill or concept.

Teaching assistants will support pupils in small groups when they would benefit from further scaffolding, a role model, pre-teaching or consolidation or that a common gap has been identified.

We work with the following agencies to provide support for pupils with SEND:

- Specialist Teaching Team
- Educational Psychologists
- The health service for example Occupational Therapy and Speech and Language Therapists
- START team
- **The Mental Health Support Team**
- Support groups and charities

## 5.9 Expertise and training of staff

All staff have a good knowledge of supporting children with SEND. Claire Matthews has many years of experience as a SENDCo and Charlotte MacLeod has passed the SENDCo accreditation.

We **have 2 teaching staff members** who are Reading Recovery trained teachers. All staff have received a range of training in the last year which related to Mental Health and Wellbeing.

We have a team of four teaching assistants, including 1 higher level teaching assistants (HLTAs) and 1 qualified teacher who are all trained to deliver SEND provision. This training includes Expanded Rehearsal Technique, Talking Maths, Every Child a Reader, ELKLAN, Dyslexia techniques and Fischer Family Trust, to name a few.

## 5.10 Evaluating the effectiveness of SEND provision

The SENDCo and class teachers will evaluate the effectiveness of provision (APDR cycle) for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after **a defined period of time** (depending on the intervention)
- Using pupil voice sessions
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans



### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND – Accessibility for all**

All of our extra-curricular activities and school visits are available to all our pupils, including our pupils with SEND. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. If extra support is required to enable participation in these events, it is given.

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on roles within the school; **ambassadors, play leaders, school council etc.** All children are encouraged to take part.
- Pupils with SEND are also encouraged to be part of friendship games at playtime to promote teamwork and build social skills.
- Interventions including Lego therapy, time to talk and pastoral sessions are available as appropriate
- **We have a trained Mental Health First Aider**

We have a zero tolerance approach to bullying. See our Anti-Bullying Policy for further details.

### **5.13 Working with other agencies**

At Abbots Ripton Primary, we are committed to working closely with a range of external agencies to support our children in the best way we can. We may need to complete an Early Help Assessment (EHA) to request further support from the Local Authority. We will always ask parents' permission before this paperwork is completed and submitted.

### **5.14 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If necessary this will be dealt with under the school's complaints policy.

The parents of pupils with disabilities have the right to make a disability discrimination claim to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can claim alleged discrimination regarding;

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **5.15 Further support for parents of pupils with SEND**

Parents of children with SEND may find the following publications helpful:

The DfE ['Special educational needs and disability; A guide for parents and carers'](#)

The DfE ['Special educational needs and disability code of practice'](#)

Parent Partnership who offer the Local Authority SEND Information, Advice and Support Service (SENDIASS) for Cambridgeshire found [here](#).

## 5.16 Contact details for raising concerns

If you have any concerns, please do not hesitate to contact the SENDCo, either by ringing the school office and making an appointment or emailing:

[office@abbotsripton.cambs.sch.uk](mailto:office@abbotsripton.cambs.sch.uk) and marking your email for the attention of Claire Matthews.

## 5.17 The local authority local offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

The local offer will develop and improve over time in response to feedback and consultation with parents, carers, children and young people and partners.

Cambridgeshire's local offer is published [here](#).

## 6. Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body.