



# CAM WOODFIELD JUNIOR SCHOOL

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## Special Educational Needs and Disability Policy 2019-20

Policy due for review November 2020

# Special Educational Needs and Disability Policy

## 2019-20

*Ratified by SDB .....*

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## Introduction

Cam Woodfield Junior School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to improve the outcomes, raise the aspirations, expectations and achievement for all pupils with SEND and remove barriers to learning, providing physical and curricular access for all. The school ethos reflects our positive attitude to all pupils. All children and young people with Special Educational Needs and Disabilities (SEND) are valued, respected and are equal members of the school.

As such, provision for children with SEND is a matter for the school as a whole. Every teacher is a teacher of every child including those with SEND. The governing body, Headteacher, SENDCO, and all other members of staff have important responsibilities to ensure this is adhered to.

## Objectives

- To identify and provide for pupils who have special educational needs and additional needs including those with disabilities – at the earliest point, to make effective provision to improve the long term outcomes for the pupil.
- All teachers will provide High Quality teaching differentiated for individual pupils. The school will regularly review the quality of teaching for all pupils, including those at risk of under achievement. This includes improving teacher understanding of strategies to identify and support vulnerable pupils.
- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To work within the guidance provided in the SEND Code of Practice January 2015
- To provide a Special Educational Needs Coordinator (SENDCO) qualified as mentioned in the SEND Code of Practice Role of SENCO 6.84 – 6.94.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND
- To ensure that all children with SEND have access to a broad and balanced curriculum. Teachers should set high expectations for all pupils whatever the prior attainment. So that all pupils with SEND will be able to study the National Curriculum. For some exceptional cases pupils may be taught with a bespoke parallel curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child through pupil voice
- To publish a SEND information report on the school website to be included in the Local Authority Local Offer.

## 1 Identifying SEND

For some children SEND may be easily identified at an early age. However, in some children this may only become evident as they develop. Through close monitoring of pupil progress by class teachers, subject leaders and senior leadership team, children can be identified as having made less than expected progress which can be: significantly slower than that of peers starting from the same baseline, fails to match or better the child's rate of previous progress or fails to close the attainment gap between the child and peers.

When progress continues to be less than expected, then the SENDCO with the class teacher will pursue further assessments to establish whether the child has SEND. While informally gathering evidence, including views from the parents and pupils, the school will hasten to put in place extra teaching or rigorous interventions to secure better progress, as required.

A child or young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (**SEND Code of Practice Jan 2015**)

## 2 Areas of Need

**There are four broad areas of need:**

### 2.1 Communication and Interaction (C & I)

Pupils with Speech, Language and Communication Needs (SLCN), may have difficulty with one, some or all the different aspects of SLCN. Pupils with Autistic Spectrum Disorders including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. Also may have difficulties with language, communication and imagination, which can impact on how they relate to others.

**(6.28/29 SEND C of P Jan 2015)**

### 2.2 Cognition and Learning (C & L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**(6.30/31 SEND C of P Jan 2015)**

### 2.3 Social, Emotional and Mental Health Difficulties (SEMH)

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder.

Clear Processes need to be in place to support pupils with these needs, including how they will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

**(6.32/33 SEND C of P Jan 2015)**

## 2.4 Sensory and / or Physical Needs (SPN)

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with Vision Impairment (VI), Hearing Impairment (HI), or Multi - Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.

Some pupils with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**(6.34/35 SEND CofP Jan 2015)**

## 2.5 Not SEN

The following are NOT SEND but may impact on progress and attainment

Disability (the Code of Practice outlines the reasonable adjustment - duty for all schools and settings provided under the current Disability Equality legislation - those alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Being a traveller

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns related to a pupil's behaviour should be described as an underlying response to a need which the school will be able to recognise and identify clearly, since the pupil is known well.

## 3 Admission Arrangements

The Governors are responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. (See Admissions Policy for details)

## 4 Equality and Inclusion

All children, regardless of gender, race or background have an equal entitlement and access to the curriculum at a level appropriate to their ability. We aim to ensure that resources are sensitive to issues surrounding equal opportunities.

The school has a duty under the Equality Act 2010 towards individual disabled children and young people. The school will make reasonable adjustments including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage. These duties will be considered in advance of what children might require to prevent that disadvantage. The school has a duty to prevent discrimination, promote equality of opportunity and foster good relations. (SEND Code of Practice Jan 2015)

## 4.1 Accessibility Arrangements

The Governors are responsible for the accessibility arrangements which accord with those laid down by the Local Authority. (see Accessibility and Equality Policy for details)

## 4.2 Meeting Needs

The school must cooperate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. The school will collaborate with other local authority providers to explore how different needs can be met effectively. The school will show due regard to general duties that promote disability equality. (SEND Code of Practice Jan 2015)

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEND are taught for all or most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENDCO, teachers match the learning to the needs and abilities of each child or young person. They provide quality Wave 1 teaching. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable children and young people with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to children and young people with SEND, including classroom organisation, teaching styles and methods, materials and tasks, to determine how these could be improved. (see Teaching & Learning policy and the Curriculum policy for further details)

## 5 Managing Pupils on the SEN register

Class teachers and subject leaders, supported by the Senior Leadership Team will make regular assessments of all pupils. Once a pupil is identified as having SEND, then he/she will be placed on SEND support. This is monitored through the graduated approach to SEND. If a pupils needs monitoring and doesn't quite reach the threshold of SEND then he/she will be placed on the Cause for Concern register. All pupils are tracked closely to check progress and interventions are provided for those pupils who require additional support or to address SEND needs. If a pupil makes sustained and sufficient progress then they will be removed from the SEND register.

### 5.1 A Graduated Approach to SEND Quality First Teaching

As outlined in the inclusion statement in the National Curriculum in England KS1 & KS2 Framework document Sept 2013, Cam Woodfield Junior School will endeavour to provide quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who may or may not have SEND. Senior staff monitor the quality of teaching in the school.

Lessons should be planned to ensure that there are no barriers to **every** pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. (See section 2 areas of need - identification of need) Some pupils will need access to specialist equipment and different approaches.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the planning stage and adjusted accordingly.

In line with the *SEND Code of Practice Updated January 2015* and *Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0-25yrs) with Additional Needs including SEND: Second Edition 2016*. Cam Woodfield Junior School will follow the pathway for graduated and integrated approach to identify additional needs and put appropriate support in place. This can either be as part of a My Plan, My Plan + or Education Health and Care Plan.

## 5.2 Universal

The emphasis is on a person-centred approach. As part of the person centred approach, pupils are invited to provide information about themselves. These may include their hopes and goals, what is important to them and what helps them and what doesn't. This would form **My Profile**.

# 6 Early Identification of Needs

## 6.1 Cause for Concern

Many pupils do not reach the threshold of SEND, but teachers are concerned about some barriers to progress that need monitoring. Pupils who are in this category are placed on the Cam Woodfield Junior Cause for Concern register, and are monitored and evaluated by staff and the SENDCO. Teachers are required to log a SEND concern on CPOMS which is passed to the SENDCO to process. A decision to place a child on the SEND register is once the child needs support through targeting needs - as noted in the Second edition *Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0-25yrs) with Additional Needs including SEND (2017)*. The child may have a My Plan with short term additional needs being addressed, but is not yet on the SEND register.

## 6.2 SEN Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four part cycle, ('Assess, Plan, Do, Review'), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

## 6.3 My Plan

Once a child has been identified with additional needs then he/she will have a **My Plan** written in conjunction with the class teacher, pupil, SENDCO and parent, to help meet additional needs.

The My Plan - a holistic child or family-centred plan that draws together existing information and identifies existing needs, required outcomes and what will be done to achieve them. A My Plan is developed by the Lead Practitioner, ensuring the child and family are central. The My Plan should use the person-centred information in 'My Profile' to inform the outcomes and ways in which they could be met that would best suit the individual child. The My Plan should be regularly reviewed by everyone that is involved, the Team Around the Child (TAC) and updated to ensure it is meeting the needs of the child and or family.

Review of the My Plan shows child/young person not achieving outcomes - there is a need to involve other agencies identified (eg. Educational Psychologists, Advisory Teachers, Speech and Language Therapists,

Occupational Therapists, Health Visitors, School Nurses, Children's Centres, Youth Support Team, GDASS etc.) The Lead Practitioner gains parental consent (single consent form Sept 2017) to contact other agencies to request their involvement with a My Assessment to provide a holistic understanding of need. Each professional meets with child or young person and their family to undertake their assessment. The Lead Practitioner sends an Analysis of Assessment form to appropriate professionals requesting a summary of their assessments and which can be included within the My Assessment. Professionals return their forms with assessment, needs, SMART outcomes and actions identified. Lead Practitioner collates Analysis of Assessment forms into My Assessment in readiness for a TAC/TAF meeting. Meeting then agrees My Plan+.

#### **6.4 My Assessment and My Plan +**

My Assessment and My Plan+ - where a child, young person or family have more complex needs. A My Assessment may be needed to aid understanding of the needs and inform effective planning. The My Assessment focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. The My Assessment also draws together information from a range of practitioners into one document so that a detailed analysis can be made and an action plan developed. The plan that is attached to the My Assessment is called a My Plan+ and the + denotes that it has been informed by a holistic assessment of need. The My Assessment requires the Lead Practitioner to coordinate gathering all information together and arranging for a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to regularly review the My Plan+. This will help the child, young person and his/her family experience a more coordinated and joined up approach. Information from the My Assessment and My Plan+ will be used to inform decision making regarding the Education, Health and Care statutory process.

Review of the My Plan+ indicates child/young person is not achieving outcomes - this might result in changes to the outcomes and resources in the plan or it might result in a request for a statutory assessment and plan. Where a child with special educational needs is not achieving outcomes, the child or young person, parent, carers and practitioners involved will agree the next steps to either change resources or request an Education, Health and Care needs assessment.

Request (with evidence from My Plan+ review) submitted to multi-agency Panel to request a statutory assessment - if agreed by the multi-agency Panel, a statutory assessment of the child's or young person's educational needs takes place. The multi-agency Panel examines the evidence from the statutory assessment and decides whether or not to issue an Education, Health and Care Plan. If agreed, a SEND case coordinator works with the child or young person, parents and carers to agree with the child or young person, parents and carers to agree the resourcing of the Education, Health and Care Plan.

Requesting an Education, Health and Care Plan: When, following reviews of My Plan+, it is believed that the child or young person has educational needs that cannot be met without additional resources, an Education, Health and Care Assessment may be necessary. Please refer to the Education, Health and Care Plan guidance for SENDCOs and the request checklist on the SENCOSPOT website, to ensure evidence of the interventions already taken can be demonstrated. It is important that the request form is accompanied by ALL the evidence required.

#### **6.5 Education Health and Care Plan (EHCP)**

Some children and young people with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan. A child may need this plan if significant educational needs require a higher level of support than offered through the My Plan +. The Education, Health and Care Plan is reviewed annually.

## 6.6 SEN Personal Budgets for EHCP

A SEND Personal Budget is not an additional amount of money. It is the money identified by the local authority (High Needs Block Funding/Element 3) to deliver parts of the provision set out in an Education, Health and Care Plan. If a SEND Personal Budget is agreed, the following options apply: - the setting or local authority will hold the budget and pay for all provision, or - the family will hold the budget and manage it as a direct payment, or - a third party organisation will manage the budget, or - a combination of any of the above options. A request for the LA to identify a personal budget can be made by a parent/young person at two specific times. First when a child or young person is undergoing an EHC needs assessment or secondly when the EHC Plan is being reviewed. SEN Personal Budgets are optional for parents and young people but the Local Authority is under a duty to prepare a budget when requested, unless: - it would have an adverse impact on services provided or arranged by the local authority for other EHC Plan holders, or - it would not be an efficient use of the local authority's resources.

A SEND Personal Budget is not a Direct Payment. A Direct Payment is for families who wish to manage the budget. This must be agreed by the Head Teacher/ Principal if provision is on school/ college site. A SEN Personal Budget can be used to purchase any provision on an agreed EHC Plan to support educational progress. A SEND Personal Budget cannot be used to fund a school place. A SEND Personal Budget may be available within an EHC Plan to support a child or young person who is home educated if the local authority and parents agree that home education is the right provision. If parents choose home education and the local authority does not agree, then a SEND Personal Budget will not be available. Provision funded by Personal Care Budgets and Personal Health Budgets may be included on an EHC Plan if the needs identified impact directly on the child or young person's SEND.

## 7 Involving Parents/Carers and Pupils

Parents and pupils can find out about Cam Woodfield Junior School's SEND contribution towards the LA local offer, by accessing the Annual SEND information report on the school website, or requesting a paper copy. (Regulation 53, Part 4)

The admission arrangements are available for parents in the Admission and Accessibility policy. Parents are invited to attend the formal parents' evenings, with extra time given to allow SEN discussions to take place with the Class teacher and SENDCO.

Parents are welcome to discuss their child's SEND needs and progress with teachers and the SENDCO by contacting the school at any point in the school year. Or parents may be invited to have a more detailed conversation with the SENDCO and teachers as the need arises. This is to set clear outcomes and review progress towards them, and identify the responsibilities of the parent and pupil and the school. The views of the pupil are also included in these discussions, either before a meeting or as part of the discussion itself. This forms part of the My Plan, My Plan + or EHCP as mentioned in section 5.

Sometimes it may be sensible to include the school's Parent Support Advisor specifically to support any wider needs that may arise which impacts on the wellbeing and progress of the pupil.

All pupils and parents can access the school's Parent Support Advisor by booking an appointment. The SENDCO and Parent Support Advisor are able to signpost parents to other agencies and professionals as required.

## 8 Supporting pupils in school with Medical Conditions

Cam Woodfield Junior School has a duty to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children also have SEND their provision should be planned and delivered in a co-ordinated way with the healthcare plan. This is required by the Children and Families Act 2014. Statutory Guidance is given in 'Supporting pupils at school with medical conditions'. Some pupils require a My Plan to support their medical needs, in school or possibly through a multi- agency approach. If this is required then a pupil with a medical My Plan could be placed on the SEND register, as the needs are a barrier to learning and are affecting their emotional, social and mental health needs. There may also be co morbidity with other SEND needs. It might be that a My Assessment is required with a My Plan +. See [Second edition Gloucestershire Guidance Booklet for Professionals working with Children and Young People \(0-25yrs\) with Additional Needs including SEND \(2016\)](#), for further information regarding thresholds for universal, targeted and specialist support for children with medical needs.

## 9 Monitoring and Evaluation of SEND

Class teachers and subject leaders, supported by the Senior Leadership Team will make regular assessments of all pupils and all staff monitor progress. The SENDCO will have an overview of the progress of all pupils with SEND and will make adjustments accordingly to provision throughout the year. Information gathering will be included from class teachers, teaching assistants, pupils and parents as part of the monitoring process. The SENDCO will attend termly pupil progress meetings to enable interventions to be reviewed or considered. The SENDCO will conduct specialist assessments as required, for individual pupils, to help understand the barriers to learning. Where needed, the school will draw on specialist assessments from external agencies and professionals. The school follows the guidance of monitoring by Assess, Listen, Plan, Do Review approach. Provision mapping of SEND needs will be updated by the SENCO on the agreed school format, using the school's tracking system and CPOMS.

To assist the monitoring process, there are SEND folders in each class for ease of access to the current My Plan and for observational notes, as required. In addition pupils with SEND who have behavioural issues, will be monitored through the behaviour tracking system. This will help to inform future planning around addressing behaviour issues. (See Behaviour Policy). Teaching Assistants monitor their interventions through a school recording form and this forms part of the monitoring and evaluation of the intervention.

Where pupils with EHCP's have a parallel curriculum, class teachers are responsible for the inclusion of the pupil on a day to day basis and for the pupil's education and progress, with support from the SENDCO. Teaching Assistants need sufficient time to plan and deliver the parallel curriculum. The school will use the Equals Curriculum, or dip down to KS1 as best fits the requirements of the individual pupil. Appropriate adaptations will be made to the behaviour system to meet the needs of the individual pupil. (see Behaviour Policy for details). Risk Assessments will be written if the pupil presents as unsafe to themselves, peers or adults or are at risk of exclusion. Pastoral Support Plans can also be written in conjunction with a My Plan or My Plan +. These are monitored on a termly, 8 week or shorter cycle, depending on the pupil needs. Advice will be sought from outside agencies as required.

Some pupils with SEND experience social, emotional and Mental Health needs and THRIVE is an agreed intervention used by the school to address these difficulties. This involves a dedicated TA and senior leaders to support the process. THRIVE addresses interruptions in development and is an intervention that is monitored and evaluated on a 6 weekly cycle. A room is dedicated to this intervention in school.

SEND progress is reported termly (three times a year) to the Governing Body. The SEND governor also visits the school three times a year (every term) to observe and monitor SEND throughout the school. The SEND Governor then produces an annual report on SEND in school.

## 10 Roles & Responsibilities

Role	Responsibility
<b>Headteacher</b>	To oversee SEND provision Designated Responsibility for Safeguarding
<b>SEND Governor</b>	<p>The SEND Governor will inform the Governing Body on all aspects of SEND in the school to ensure that SEND work is valued and well-supported in the school. SEND Governors will need to carry out these responsibilities in a number of ways:</p> <ul style="list-style-type: none"> <li>○ informing themselves about SEND systems and practices in school through meetings and school visits;</li> <li>○ ensuring that the progress of learners with SEND is closely monitored through reviewing and understanding internal and external data; understanding how the notional (delegated) SEND budget is used and ensuring that wider financial decisions do not adversely impact on the support for pupils with SEND; understanding the national and local context of SEND support;</li> <li>○ using their school visits to inform themselves about the work the SENDCO is leading;</li> <li>○ ensuring that the views of pupils and parent/carers in relation to the SEND provision that is being made, are sought;</li> <li>○ building a trusting and supportive relationship with their SENDCO; putting together an annual report on SEND with input from SENDCO and Governing Body Committee (if relevant) which is published on the website and updated annually.</li> </ul> <p>As part of this role, the SENDCO and the SEND Governor may meet periodically, alongside the more formal reporting systems that will be in place. This will enable the SENDCO to update the SEND Governor on the progress of children and young people with SEND and how they are being supported, along with the priorities for whole school development that the SENDCO may have identified.</p> <p>The SEND Governor's interest should not be around the arrangements that are in place for individual pupils, but rather how the cohort is being supported as a whole. SENDCOs are advised to share the outcomes of the annual SEND Self Review exercise with their SEND Governor. The SEND Self Review tool (SSR) has been developed by the Local Authority to help SENDCOs, Head Teachers and Governing Bodies record their effectiveness in relation to SEND provision and contribute to the overall development plan. This is updated in line with revisions to the OFSTED Framework and the current version can be viewed on SENCOSPOT. In addition to the SENDCO reporting to the Governing Body; Section 69 of the Children and Families Act 2014 places a duty on Governing Bodies to prepare an 'SEND information report' setting out information about: how the educational setting identifies children with SEND; the number of children with SEND; the implementation of the published SEND policy; the arrangements for the admission of children and young people with SEND; the steps taken to prevent children and young people with SEND from being treated less favourably than other pupils; the facilities provided to assist access to the educational setting by disabled pupils; details of the educational setting's</p>

	accessibility plan. The outline of this information would form the basis of the Annual Governors Report on SEND to be published on the website. Special Educational Needs and Disabilities Gloucestershire Guidance Booklet for Practitioners
<b>SENDCO</b>	<p>The provision of high quality teaching for children with special educational needs and disabilities is not a matter for the Special Educational Needs Coordinator (SENDCO) alone; all teachers are teachers of children with additional educational needs. However, each school is required to have a nominated SENDCO who must be a qualified teacher. All staff and parents must know who the nominated SENDCO is. The importance of this challenging and highly rewarding role in schools has been reiterated in the 2014 SEN Code of Practice and the Children and Families Act 2014. Whilst the day to day role will reflect the phase, type and size of the school, the key features are: contributing to the strategic development of SEND provision; overseeing the day to day operation (and periodic review) of the school's SEND policy; coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND; ensuring the full inclusion of SEND pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities; liaising with and advising other teachers; the effective deployment and performance management of learning support staff; maintaining detailed records of the provision made for children and young people with SEND; liaising with parents and carers; contributing to the professional development of staff; liaising with external agencies; deploying the SEND budget and reporting on how it is spent; reporting on the progress of children and young people with SEND. The Code of Practice envisages that the SENDCO will provide professional guidance to colleagues with the aim of securing high quality teaching of pupils with SEND and that they will therefore lead teaching and learning and the coordination of provision for pupils with SEND in their school. It is recommended that SENDCOs are members of the school's Senior Leadership Team.</p> <p>There is an element of bureaucracy involved in SEND coordination and access to administrative support is essential to allow the SENDCO to focus on the core and specialist aspects of the role. In 2009 The Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009 made it a legal requirement that every new SENDCO in a mainstream school gain the Master's level National Award for Special Educational Needs Coordination within 3 years of taking up the post. The Education (Special Educational Needs Coordinator) (England) Regulations 2014 further prescribes the qualifications and experience the nominated SENDCO must hold. The Education (Special Educational Needs Coordinator) (England) Regulations 2014 can be viewed here: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251875/Consultation_on_draft_0_to_25_Special_Educational_Needs__SEN__-_SENCO_regulations.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251875/Consultation_on_draft_0_to_25_Special_Educational_Needs__SEN__-_SENCO_regulations.pdf</a> The National Award for SEN Coordination has nationally agreed learning outcomes and it is recommended that even SENDCOs who are not new to the role consider studying for the award (which can contribute towards a Masters degree).</p>

<p><b>Class teachers</b></p>	<ul style="list-style-type: none"> <li>○ To ensure High Quality (Wave 1) teaching and provide accessible differentiation for SEND pupils.</li> <li>○ The school will regularly review the quality of teaching for all pupils, including those at risk of under achievement. This includes improving teacher understanding of strategies to identify and support vulnerable pupils.</li> <li>○ All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access</li> <li>○ Support from teaching assistants or specialist staff.</li> <li>○ To work within the guidance provided in the SEND Code of Practice January 2015</li> <li>○ To ensure that all children with SEND have access to a broad and balanced curriculum. Teachers should set high expectations for all pupils whatever the prior attainment. So that all pupils with SEND will be able to study the National Curriculum.</li> </ul>
<p><b>Teaching Assistants</b></p>	<p>To support SEND pupils under the direction of the class teachers, subject leaders and SENDCO to enable them to make progress. Use Wave 2 &amp; 3 interventions as directed by the SENDCO and Class teacher.</p>
<p><b>Parent Support Advisor</b></p>	<p>Provides support for pupils and parents with regard to parenting, solution focused approaches, active listening and general advice. The PSA can also signpost to other agencies.</p>
<p><b>Medical Provision</b></p>	<p>Admin staff are trained as first aiders and hold the Medical Healthcare plans for pupils. Some staff are trained to administer specific medication in an emergency eg Epilepsy emergency drugs. (see Medical Policy for details)</p>

## 11 SEND Funding

### THE SEND CODE OF PRACTICE SAYS SCHOOLS MUST:

Schools should use some of their budget to buy resources and make provision for children who need additional help. This can take many forms. For example, children with SEN might need:

- changes to the curriculum
- special equipment or teaching materials
- the use of additional information technology
- small group work
- support in the classroom
- a base to work in or have quiet time

### WHERE DOES FUNDING FOR SEN COME FROM?

All mainstream schools receive money for special educational needs support and resources. Schools can decide how to spend this money. This is called “delegated” funding because it is given (delegated) to schools by local authorities or the Education Funding Agency from money they receive from central government. The SEN part of the school’s income is sometimes called the “notional” SEN budget because it is not based on the school’s actual numbers of pupils with special needs, but on a formula.

### FUNDING FOR SEN PROVISION IS FROM THREE SOURCES (“ELEMENTS”):

#### ELEMENT 1

Schools get money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools’ delegated funding. Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources.

Each local authority sets the AWPU for their schools, and the Education Funding Agency sets the AWPU for academies and free schools. The AWPU differs according to whether the school is primary or secondary.

#### ELEMENT 2

Element 2 funding is SEN-specific and is to provide SEN support for children who need it. This is support that is additional to or different from the support that most other children get. SEN support is for children who used to have help through School Action and School Action Plus.

The local authority provides this funding for schools it is responsible for using a formula that determines the amount of money the school gets. The formula gives more money to schools that in the past had more children on free school meals and more children who were not doing as well as others in English and Maths. The Education Funding Agency provides this funding for academies and free schools. Element 2 funding is also part of schools’ delegated budget.

Government guidance says schools should provide up to the first £6,000 (on top of the AWPU) of additional or different support for those children who need it, including those with an Education, Health and Care plan. This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

You can ask your school how it uses its SEN budget to support your child and whether it has enough to make all the provision they need. The local authority also publishes a Local Offer that explains what type of resources this money might be spent on.

**ELEMENT 3**

Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show it is necessary. These funding arrangements do not override the local authority's duty to your child to ensure they receive any necessary provision that the school itself cannot make. The law says that the local authority must find out via an EHC needs assessment whether an EHC plan is needed when a child or young person may have SEN that may need the local authority to secure provision. So if your school is unable to make all the provision your child needs, you have the right to ask for an EHC needs assessment.

DfE and all Local Authorities are moving towards a shared goal of national consistency and greater transparency in the way school budgets are determined through a pupil led funding system. A national funding formula for schools that was implemented in 2017-18, allocating funding to local authorities to distribute according to a local formula for the first 2 years, and then setting each school's funding directly from 2019-20. At present the way SEND Funding is determined is agreed locally, through Schools' Forum and is given to schools under three main headings: **Core Funding, Additional Support funding and Top up Funding.**

**Allocation of Funding** (to be discussed at December 2019 SDB Meeting)

- Provision of SENCO
- Payment for EHCP from school budget share
- Additional dedicated classroom support for pupils needing THRIVE
- Teaching Assistants
- Maintenance of SEND room and resources

**12 Continuing Professional Development**

The school recognises the importance of continuing professional development in the area of SEND. Access to relevant courses for increasing and developing skills, both school based and personal, are offered. The SENDCO has specific access to both county and national specialist courses.

It is desirable that the SENCO will be a member of a professional interest group e.g. NASEN, National Association of SEND, which provides up to date journals, courses and conferences). The SENDCO attends SENDCO cluster meetings and the annual Gloucestershire SENDCO conference.

**13 Health & Safety**

All children and particularly those with specific educational needs are provided with appropriate provision as detailed in the Health and Safety Policy.

This policy should be read in conjunction with the Safeguarding and Child Protection Policy. Additional advice is available in this policy where circumstances suggest there may be a child protection issue.

**14 Access to the wider curriculum**

In addition to the statutory curriculum, the school provides a range of additional activities. These activities vary depending on the expertise of staff. However, all pupils are encouraged to participate in additional activities.

**15 Dealing with Complaints**

Complaints are processed in line with the school's policy and Complaints Procedure.

## 16 Bullying and Behaviour

Any bullying incident is taken seriously by all the staff and Governors at Cam Woodfield Junior School. See Behaviour Policy and Anti-Bullying Policy for further details.

## 17 Spiritual, Moral, Social and Cultural Education

The school aims to contribute to the spiritual, moral, social and cultural development of all pupils through the life of the school, the example set by adults, the quality of collective worship and the curriculum taught.

## 18 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 January 2015
- Gloucestershire Guidance Booklet for Professionals working with Children and Young People (0-25yrs) with Additional Needs including SEND. Second Edition 2016
- Children and Families Act 2014
- The National Curriculum in England KS1 & KS2 Framework document Sept 2013
- Keeping Children Safe in Education Policy 2018
- Safeguarding Policy
- Accessibility and Equality Policy inc Plan
- Teachers Standards 2012
- This Policy is created by the SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND with regard to current reform.

## Appendix

Document Type	Policy
Document Title	SEND Policy
Owner	Cam Woodfield Junior School
Author	Mrs T Wainwright SENCO & Deputy Head
Date	November 2019 Review November 2020

