



Cam Everlands Primary School

We Believe, Achieve and Celebrate

Cam Everlands Primary School is committed to keeping children safe.

Special Educational Needs & Disability (SEND) Policy

Rationale	<p>At Cam Everlands we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child, or young person, including those with SEND. We would define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.</p>
How we identify children with Special Educational Needs within Cam Everlands	<p>Cam Everlands is committed to early identification of Special Educational Needs and Disabilities (SEND) and adopts a graduated response in line with the new SEND Code of Practice 2014. (Updated 30 April 2020 Added link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus'.)</p> <p>All children within our school are monitored regularly to ensure they continue to achieve across the curriculum and to help early identification of any area of concern. A range of evidence is collected through our assessment and monitoring arrangements, including routine child progress meetings. There are regular discussions between the Head teacher; SENCo, Teaching Assistants, Parents/Carers, Class teachers and where appropriate the Parent Support Advisors.</p> <p>If any child is not making expected progress or their needs have changed, the Class teacher works with the SENCo in order to decide whether additional and/or different provision is necessary.</p> <p>In line with current best practice, early identification of needs is essential and this should include an open conversation with the child and his/her parents/carers to discuss these needs and ways of providing support to meet specific and agreed outcomes.</p> <p>In addition to normal reporting arrangements, there will be the opportunity for parents/carers to meet with their child's Class teacher and SENCo to review the short term targets during My Plan and My Plan+ reviews.</p>



	<p>We use our best endeavours to secure special educational provision for children for whom this is required. This is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2014):</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory/physical <p>At Cam Everlands, we have aligned our provision with the definitions stated in the SEND Code of Practice (2014):</p>
<p>Roles & Responsibilities</p>	<p>Cam Everlands Primary School has a lead SENCo (Mr Dominic Knill), a named SENCo (Sally Latuszka) and a named Governor responsible for SEND (Annette Heylings). They ensure that the Cam Everlands' Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other current policies within the school.</p> <p>All our teaching and support staff have a responsibility for teaching and learning for all pupils including those with SEND and any other additional need.</p> <p>The named SENCo has an important role to play with the Head teacher and governing body in determining the strategic development of SEND policy and provision in the school. They hold day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Healthcare Plans (EHCP). Within their role, they provide professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision for County Council's Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.</p> <p>The Lead and the Named SENCo hold The National Award for Special Educational Needs Co-Ordination (NASENCO)</p>
<p>Specific duties of all Class teachers</p>	<p>Provide high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.</p> <p>Report SEND concerns to SENCo and Head teacher prior and during pupil progress meetings.</p>



	<p>Work alongside SENCo and designated Teaching Assistants to ensure guidance is provided and personalised SEND plans (My Plan and My Plan+) are being adhered to. Write and review personalised plans (My Plan and My Plan+) with parents periodically.</p>
<p>Specific duties of the lead and named SENCo</p>	<p>Overseeing the day-to-day operation of the school's SEND policy and working closely with SEND support.</p> <p>Advises and reports to the Senior Leadership Team (SLT) and Governing body.</p> <p>Supports and advises Class teachers and teaching Assistants (TA).</p> <p>Organises the professional development of teachers and teaching assistants where appropriate.</p> <p>Liaising with parents of children identified with SEND.</p> <p>Complies and maintains the SEND Register and all records of all children with SEND.</p> <p>Ensures My Plans & My Plan+ are written and reviewed by class teachers, parents and children where appropriate.</p> <p>Ensures school contact with parents at all stages of support at least twice a year.</p> <p>Liaises with outside support agencies and support services.</p> <p>Ensures that the necessary stock and equipment (including that required for additional intervention and inclusion programmes) are available through the allocated SEND budget.</p> <p>Organises the transfer of SEND records for children when they leave or are new to Cam Everlands.</p> <p>Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.</p> <p>Being a key point of contact with external agencies, the local authority and its support services.</p> <p>Making regular visits to classrooms to monitor the progress of children on the SEND Register.</p> <p>Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.</p> <p>Maintain Educational Health Care Plans (EHCPs) and ensure all staff are informed accordingly of the needs of pupils. Plans and organises EHCP annual and Interim reviews.</p>



	<p>Comply with the role of Designated Teacher for Children in Care (CIC).</p>
<p>Specific duties of the Head teacher</p>	<p>Oversees and reports on the implementation of the SEND Policy.</p> <p>Delegates responsibility to the lead and named SENCo.</p> <p>Liaises with governors and SENCo to monitor the effectiveness and efficiency of the SEND policy.</p>
<p>Specific duties of the Governing Body</p>	<p>Agree policy with regard to the Code of Practice.</p> <p>Delegate responsibility for the implementation of the SEND policy to a named governor and to the Head teacher.</p> <p>Receive and consider regular reports from the SENCo.</p> <p>Review the SEND policy annually.</p> <p>The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.</p> <p>The Cam Everlands' Governing Body state that children with special educational needs will be admitted to the school according to the agreed admissions policy which is in line with Gloucestershire County Council guidelines.</p>
<p>Identification of SEND in Practise</p>	<p>The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing according to age related expectations (ARE).</p> <p>Under these circumstances, teachers may need to consult the SENCo to consider how a child could be further supported. This review might lead to the conclusion that the pupil requires support over and above that which is normally available within the particular class or subject.</p> <p>In order to help children with special educational needs, Cam Everlands will adopt a graduated response. This may see us using specialist expertise, if as a school, we feel that our interventions are still not having an impact on the individual.</p> <p>Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and</p>



	<p>quality first personalised teaching. They may be considered for identification if they:</p> <ul style="list-style-type: none">• Make little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness.• Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.• Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.• Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.• Has communication and/or interaction difficulties, and continues to make little or no progress.• Has a medical condition that may impact on learning progression.• Class teachers will often be the first to identify problems using classroom observation and informal assessment.• Parents voicing concern may highlight a particular need.• Outside agencies may bring a child's difficulties to the school's notice.• Appropriate standardised tests may indicate where there are areas of SEND.
<p>Graduated Pathway of Support</p>	<p>If the school decides to identify the child as SEND, the child will be placed on the Graduated Pathway of Support and the steps taken to meet individual needs will be recorded on a My Plan.</p> <p>The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability.</p> <p>A My Plan identifies a small range of short-term targets that are Specific, Measurable, Achievable, Relevant and Timed (SMART). These are written and shared with parents. At this point the child will be recorded on our SEND register.</p> <p>At times a child will need a group of professionals to work together to achieve these targets, this is when a My Plan+ is written. The My Plan+ is written after a My Assessment and sets out more about what is going on in a child's life, including information health, education and care.</p> <p>Both plans will also detail interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied</p>



	<p>within the classroom. These targets will be monitored by the Class Teacher and reviewed formally with the SENCo, parents and the child.</p> <p>The majority of children with special educational needs or disabilities will have their needs met from an individual timetable and differentiated curriculum. However, some children may require an Education, Health and Care (EHC) Needs Assessment. In order for the Local Authority (LA) to decide whether it is necessary for it to make provision in accordance with an EHC Plan. In this case we will provide the LA with a record of our work with the child to date.</p> <p>If the outcome is that an EHC Plan will be provided then the local authority will set out the provision needed, following multi agency meetings, and this will be reviewed yearly.</p> <p>Children will be removed from the SEND register if they no longer meet concerns identified prior to placing on the SEND register. Should a child no longer require a My Plan, then parents will be informed.</p> <p>SEND Casework have issued a note that they are aware due to the current situation it may not be possible to send reports in line with the timescales stated on the graduated pathway.</p>
<p>The role of parents/carers supporting SEND children</p>	<p>In accordance with the SEND Code of Practice (2014), we believe that all parents/carers of children with SEND should be treated as equal partners. We have positive attitudes to parents, Our Local Offer/ Early Help Policy details the specific support we provide all children, including those with concerns for SEND.</p> <p>At Cam Everlands we strive to ensure that parents/carers understand procedures and are aware of how to access advice.</p> <p>Liaison with parents/carers is therefore encouraged in the following ways:</p> <ul style="list-style-type: none">• Parents are always welcomed to talk to the Lead SENCo/Named SENCo about any concerns regarding their child and his/her progress.• Teachers will discuss with parents any concerns they have, whenever the need arises and at consultation evenings and additional My Plan meetings.• Parents are involved in discussions with outside agencies where appropriate.• Parents are involved with the implementation of the My Plans by supporting the work at home.



	<ul style="list-style-type: none"> • Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice (see local offer on website). • Parental involvement is an essential and expected part of the Graduated Pathway to ensure progress is continued to be made. • Where appropriate and possible, children may attend My Plan review meetings and are encouraged to talk about their progress and to make a contribution to their My Plan. • Children supported with an Education Health Care Plan (EHCP) are encouraged to contribute to their Annual Review. The views, perceptions and wishes of the child are as important as those of other contributors. This right for the child to be heard has been reinforced in the Children's Act 1989, the UN Convention on the rights of the child, the Human Rights Act 1998 and through the revised SEND Code of Practice (2014).
<p>How we evaluate the effectiveness of SEND Provision</p>	<p>Cam Everlands, including the Governing Body, is committed to regular and systematic evaluation. We continuously ensure provision has a positive impact on the outcomes for all of our children.</p> <p>We do this in a variety of ways, including:</p> <ul style="list-style-type: none"> • Robust evaluation of policy and practice • Pupil Progress Meeting • My Plan review day • Performance management • Governor reporting and visits • Analysis of the attainment and achievement of different groups of pupils with SEND • Outcomes met in respect to My Plans. • Scrutiny of teachers' planning and pupils' work. • The views of pupils and parents. • Maintenance and use of assessment records that track pupil progress. • Regular meetings between lead and named SENCo, Class Teachers and Teaching Assistants.
<p>Accessibility</p>	<p>At Cam Everlands all children are entitled to a broad, balanced and relevant curriculum.</p> <p>We recognise the importance of inclusion for all children in mainstream primary education. All children with SEND are taught</p>



	<p>with their peers in mainstream classes by Class Teachers and study the National Curriculum appropriate for their ability.</p> <p>All teaching and support staff provide suitable learning challenges to meet children's diverse needs. This may include individualised timetable and/or adaptations to the curriculum.</p> <p>There will be times when it is appropriate to support the learning of a child with SEND on a one to one or small group basis beyond the classroom of their peer group.</p> <p>In addition to the statutory curriculum, the school provides a wide range of additional activities both in and out of school. Children with SEND are actively encouraged and supported to join in and benefit from these activities.</p> <p>SEND Resources are allocated through different funding elements available to the school such as the school based budget, funds allocated to children with EHC Plans and pupil premium.</p> <p>Specialised provision and access includes:</p> <ul style="list-style-type: none"> • Accessibility toilet • Accessible ramps to infant entrance and group teaching rooms • High visibility lines to ensure safety of visually impaired children • Specialist staff training as and when required. <p>Please refer to the school's Accessibility Plan within our Accessibility Policy.</p> <p>Parents requiring guidance on how to support their child further at home, including support with external agencies, should contact the school SENCo.</p>
<p>Supporting Children with Medical Conditions</p>	<p>Cam Everlands recognises that children at school with medical conditions should be fully supported so that they have complete access to education, including school trips and physical education.</p> <p>Some children with medical conditions may have a physical disability, in this case the school will comply with its duties under the Equality Act 2010.</p> <p>Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.</p> <p>Please refer to our policy for Supporting Children with Medical Conditions which describes the arrangements the school has in place.</p>



<p>Anti-Bullying</p>	<p>Cam Everlands recognises the sensitivity and vulnerability of all children particularly those with SEND.</p> <p>The school's Behaviour Policy, Anti-Bullying, Peer on Peer Abuse Policy and Hate Policy aim to address these concerns.</p>
<p>How we respond in the event of a complaint</p>	<p>The Governing Body at Cam Everlands Primary School have adopted the Department for Education (DofE) complaints procedure.</p> <p>We hope to resolve any complaints you may have, which in the first instance should be directed to Mr Dominic Knill, Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at the next Full Governing Body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.</p> <p>Please see the Complaints Procedure Policy on the school website for more details.</p>
<p>Useful links for parents of children with SEND</p>	<p>The following policies can be found on our website at: http://www.cameverlands.org.uk SEND Information Report Behaviour Policy Anti-Bullying and Hate Policy Equality Policy Complaints Procedure Policy Safeguarding Policy Supporting Children with Medical Conditions Early Help Policy Accessibility Policy Peer on Peer Abuse Policy</p> <p>The SEND Code of Practice (2014) can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>The SEND: guide for parents and carers (2014) can be found at: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p> <p>SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. https://sendiassglos.org.uk/</p>



	<p>Family Information Service: www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page</p> <p>Keeping Children Safe in Education 2023: Keeping children safe in education - GOV.UK (www.gov.uk)</p>
	<p>This report details our annual offer to children with Special Educational Needs or Disabilities. To be effective, we welcome the views of all: Parents/carers, children, governors and staff. If you have any comments, please contact Mrs Sally Latuszka (SENCo)</p>

The Special Educational Needs & Disability (SEND) Policy for Cam Everlands Primary School has been agreed by the Governing Body in November 2023

Chair of Governors

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Headteacher (Dominic Knill)

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To be reviewed November 2024