



Cottingley Village Primary School

SEND and Inclusion Policy

Last reviewed: March 2023

To be reviewed: Annually

Written by: SENDCo and Inclusion team

Ratified by Governors:

Introduction

Our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need with regard to their academic, emotional, communication or physical abilities.

Children have a special educational need or disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

A child has a disability if they:

- a) Have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Equality statement

At Cottingley Village Primary School, all learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for in line with the graduated approach and the assess, plan, do, review cycle;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

Critical success factors

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.
- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.
- All teachers, parent/carers and all others involved with SEND pupils work together to ensure all are well informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking all views and opinions into account.
- We liaise with all external support agencies, implementing appropriate programmes.
- Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

Roles and Responsibilities

SENDCo in Mainstream School: Debs Ward

SENDCo in Horizons Resourced Provision (RP): Debs Ward

SEND Governor: Tim Clarke

Pastoral team: Nicola Pearson (Attachment Aware Trauma Informed Practitioner) and Melissa Goodwin (Pastoral Practitioner)

Governors

The Local Advisory Board will, in co-operation with the Head of School:

- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible. Ensure the pupil receives the appropriate special educational provision their learning needs call for along with the efficient use of resources;
- Nominate a named governor for SEND (see above).

The Local Advisory Board will monitor the school's work on behalf of children with special educational needs.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the Local Advisory Board fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs Co-ordinator

The SENDCo will work closely with the Head Teacher, senior management, parents, the child's teachers and other professionals to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. They have responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENDCo will ensure that relevant information and data about individual children with SEND is collected, recorded and updated.

Class teachers

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas;
- Identifying children with SEND;
- Use co-production strategies to liaise with parent/carers about the child's progress, and next steps using the assess, plan, do and review cycle
- Informing colleagues and those concerned with the child of any information imparted by parent/carers/ pertaining to the child's progress;
- Liaising with the SENDCo, Teaching Assistants (TAs), pupils, parent/carers and external agencies in writing (GAPs). See Appendix 1:
- Recording the type and frequency of all additional provision and intervention for all pupils, including those with SEND, on their class Provision Map. See Appendix 2;
- Liaising with the pastoral team to support pupils in their class;
- Allocating TA time, if appropriate, from normal classroom provision to provide for children with SEND in their class.

Teaching Assistants

TAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Graduated Approach Plans (GAPs) and programmes from external professionals.

Parent/carers

Partnership between school and parent/carers is important in enabling children with SEND to achieve. Parent/carers hold key information and have a critical role to play in their child's education. Cottingley Village Primary School uses co-production strategies to ensure a balanced approach to a child's development.

If a parent/carer has a concern about their child's progress, they should speak to their child's key worker or class teacher. The school will also speak to the parent/carers if they have any concerns, so as to identify any intervention or programme of action that may be required. The school will signpost parent/carers to information about their child's entitlement within the SEND framework and where to access information, advice and support. The staff will focus on a child's strengths. The school will encourage sharing of parent/carers expertise and knowledge of their child and their special educational need or disability.

Statutory assessment – Parent/carers will be fully involved in the discussion leading up to any decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process and supported and included in the application of an Education Health Care Needs Assessment (EHCNA).

LEA

The LEA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Head teachers, schools and others they consider appropriate.

Pupils

Children at Cottingley Village Primary School should feel confident that they will be listened to and their views valued. Our prospectus, home-school agreement, and behaviour policy ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school. Pupils with SEND will, where possible, participate in the decision making processes that occur in their education, including the setting of learning targets, contributing to GAPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Cottingley Village Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age children with SEND will be actively involved at an appropriate level in discussions about their GAP, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils with an EHCP will have their views sought and recorded as part of the statutory annual review process, and if appropriate, will be invited to join the meeting.

Outside Agencies

Cottingley Village Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff, parents/carers and other agencies to co-ordinate their support for individual pupils with SEND.

Training and Staff Development

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Area Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

Provision for children with SEND

The SEND Code of Practice (2014) sets out a model of action and intervention. The code recommends that when a child is identified as having SEND, the school should intervene. A graduated approach is used to support children dependent on the child's learning needs. See Appendices 3 & 4 for Bradford Council's graduated approach to SEND support.

Triggers for Intervention at 'Below Age-related Expectations'

- Evidence that a child is performing below age-related expectations or has made 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 in some curriculum areas
- Presents persistent SEMH needs which are not supported 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 despite the provision of a differentiated curriculum.

Triggers for Intervention at 'SEND Support'

Evidence to show that, despite an individualised programme and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has on-going communication and/or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

Triggers for Statutory Assessment – Education, Health Care Needs Assessment (EHCNA)

Statutory assessment will be requested by the school where a child has demonstrated significant causes for concern. This is usually after strategies have been in place and programmes implemented without success. Parent/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

SEND children will be integrated into the mainstream classroom with the support of the SENDCo and, where appropriate, with assistance from the pastoral team or TAs.

Children with SEND will receive, according to their needs, support in some or all of the following ways:

- i) In class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated curriculum;
- ii) Small group or individual work, with the SENDCo or teaching assistants, following an individual programme of work. This could take place in or out of the classroom setting.
- iii) When appropriate, children will work with external specialist staff.

Graduated Approach Plans (GAPs) will be written for children who are placed at the 'Below Age-Related Expectations' category on the SEND register. These will record what is additional and different from the year group's differentiated curriculum plans. The GAPs will focus on 3 or 4 individual specific, measurable,

achievable, relevant targets (SMART). These Gaps will be discussed with the child, a copy will be sent to parent/carers, and will be reviewed at least termly.

Transition

When children move schools at the end of Key Stage Two or at any other time, the school will transfer records. Cottingley Village Primary School has close links with local secondary schools. The SENDCos from local secondary schools, who receive our pupils, visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate. Transitions between year groups will be managed according to the children's individual needs and facilitated by the SENDCo. All SEND records will transfer to the high school ensuring continuity of support and provision.

Some children will transition from other primary settings to our Resourced Provision (RP) which is for children with Social, Emotional and Mental Health Difficulties (SEMH). Debs Ward will carefully consider the needs of the pupil as outlined on their EHCP, arranging for the child and parent to visit the centre so that the pupil can become familiar with the setting before starting, aiding a smoother transition. In some cases a personalised transition program will be put in place in order to meet the specific needs of the child e.g. those children who have been out of education for sometime may need a longer transition back into full time education.

Monitoring and Evaluation

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Success Criteria

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children with an episode of need are identified and monitored.
- **Gaps are drawn up and implemented at for children who fall into the SEND category of 'Below Age-Related Expectations' according to Bradford's Matrix of Need.** These may be written with the support of external professionals.
- All children on the SEND register are making progress and achieving.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their Gaps.
- Early school-based intervention and good deployment of resources result in fewer children moving to the 'School Support' stage.
- A record is kept of meetings with parent/carers and outside agencies on CPOMS.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.

Suspension and permanent exclusion

Only in extreme circumstances will the suspension or permanent exclusion of a child with SEND be considered. Repeated incidents of aggressive and physical behaviour towards other children and staff cannot be tolerated. In the first instance a child may be internally suspended. If behaviour is repeated over a period of time then a fixed period of suspension may be the final consequence.

The level of the behaviour and the need for suspension or permanent exclusion would always be carefully considered by the SLT and the final decision would lie with the Head teacher or Strategic RP Lead. Communication with parents / carers would be open and frequent to ensure they were aware of the very difficult behaviour which was being managed. A meeting would be held with the Deputy

Head Teacher for Inclusion and key members of staff, along with the parents, to discuss the suspension and return to school.

Suspension

A suspension, where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension could be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, the Headteacher and Deputy Headteacher for Inclusion will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent exclusion - Permanent exclusion means a child can no longer attend school. This decision is only taken:

- In response to a serious breach or persistent breach of the school's behaviour policy; and
- Where allowing the pupil to stay in school would seriously harm the education and welfare of the pupils or others such as staff or pupils in the school

Exclusion and children within Resourced Provision

Children within the RP have complex and challenging needs and there may be times when their behaviours are aggressive and physical towards other children or staff in the setting. It may also be that these children display risky or unsafe behaviours putting themselves and / or others in a dangerous situation.

The staff within the RP are Team Teach trained and strategies may be used to calm, de-escalate and divert attention in order to prevent hazardous behaviour including physical interventions. It may be that a child is moved to the Breakout Room which is a safe place where they can be monitored and supervised. All children will have a behaviour plan which will outline the Team Teach strategies that may be used. Parents / carers will receive a copy of this.

Whilst we acknowledge that some of the children have challenging behaviours due to their experiences, repeated aggression and physical behaviour towards others or the school environment cannot be tolerated and may result in fixed periods of suspension or even permanent exclusion. However, parents, carers and involved agencies including Local Authorities will be kept informed at all times and interim reviews may be called to review the appropriateness of placement and Education, Health and Care plans.

