

COGNITA



Special Educational Needs and Disability (SEND) Policy

September 2018

Version 2.0

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Charterhouse Square School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning, as together they form a statement of the principles underpinning all the work of the school.

Charterhouse Square School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the Head Teacher and may be reviewed after six months. Children entering the school will normally spend up to a day in the classroom with their year group and be assessed by the class teacher. The Head Teacher will discuss the needs of the individual child with the parents and SEND team should a child present complex needs. If the school is able to meet those needs, then the child may be accepted.

Legislation and regulation

This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years, 2014 (SEND Code 2015) (DFE) and
- The General Data Protection Regulation 2016 (GDPR)

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. Children with special educational needs must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of children with special educational needs. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEND.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised, so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCOs and the Senior Leadership Team (SLT). We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated and reasonably adjusted activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, investigating their learning styles, helping create personal targets and in evaluating their outcomes. Our SEND provision aims to involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and outside agencies to support them in the child's learning and development. We will inform them about SEND provision for their child and take their views into account in respect of their child's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals, speech and language therapists, CAMHS, OTs, Educational Psychologists) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Charterhouse Square School are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEN (DFE 2014)(C of P 2015)* and *the Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge and encourage the role parents have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

3. Definitions

Definition of SEN [SEN Code of Practice, 2014, p.94 - 95]

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age.”

A child *may* be identified as having SEN where 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

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEND can be categorised into:

- general learning difficulties;
- social, emotional, mental health difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being more able and talented.

More able and talented (MAT) pupils should be given the opportunity to access an optimal breadth and depth of learning. A definition of a talented child who stands out from their peers by virtue of an innate ability and outstanding aptitude for exceptional performance. The criteria for the more able child will be a high IQ as identified by an Educational Psychologist or a particular high ability in any subject area. A talent can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

More able children should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for more able, and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

In the light of the Disability Discrimination Act we have carefully considered what reasonable adjustments may be made to make our building more accessible to those who have physical disabilities. Unfortunately, we have had to conclude that we are unable to help certain disabilities due to the physical structure of the school.

A child presenting with long-term social, emotional, mental health issues may also be considered as having a disability.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to Cognita (governing body), the school's Head Teacher, the SENCOs and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

All staff should be aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the SENCOs whenever necessary.

The school has two SENCOs working as the SEND team who help class teachers decide on reasonable adjustments, interventions and support systems for their SEN

pupils. The SEN team may also work 1:1 or in small group settings for Wave 2 – 3 SEN pupils.

The role of the SENCOs

SEN arrangements are coordinated by the SENCOs whose roles include:

1. overseeing the operation of the school's SEND policy and SEND action plan;
2. responsibility for the documentation within the SEND file, including IPMs.
3. attending and contributing to IPM review meetings/parent meetings when necessary.
4. keeping the Head Teacher informed about provision, pupils' needs and changes to statutory requirements;
5. promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in Cognita schools;
6. attend and contribute to City SENCO networking meetings;
7. liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, CAMHS, Health Services OTs and the schools to which pupils transfer;
8. ensuring that in partnership with class teachers and parents suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available;
9. carrying out observations of individual pupils to help support and provide for them;
10. liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support, so that they can apply targets and make provision for identified pupils;
11. identifying and monitoring areas of need and provision across the school, reporting to the Head Teacher;
12. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
13. keeping notes on SEND pupils in the system;
14. support teachers in planning work for pupils at wave 1 - 2 level;
15. to plan work built around recommendations from external agencies and professionals (wave 3 level);
16. planning, implementing and evaluating support strategies with groups or 1:1;
17. tracking pupils' progress using IPMs and other records;
18. maintaining the schools electronic SEND register, provision mapping and timetable.
19. updating and reviewing One Page Profiles which may contain SEND pupils;
20. monitoring and reviewing MAT policy alongside the Deputy Head.

The role of the teachers

1. identify pupils of concern and liaise with SENCOs;
2. complete the step 1, 2 and 3 graduated approach procedure of referral ;
3. keep notes on SEND pupils in the system;
4. plan work with the SEN team for pupils at wave 1 - 2 level;
5. liaise with SENCOs to plan work for pupils at wave 3 level;
6. to review and write IPMs when required (supported by SENCOs);
7. direct support from teaching assistants if appropriate;

8. each member of staff is expected to keep up-to-date with information about the SEND children they teach;
9. liaising with parents of children with SEND, keeping notes of these meetings; and
10. ensure reasonable adjustments (Wave 1) are made to classroom environment and to teaching practice in order to best support SEND pupils.

The role of the Head Teacher

The Head Teacher has due regard to the Code of Practice (DFE 2014) (C of P 2015) when carrying out her duties toward all children with special educational needs.

1. ensure that the SENCOs and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENCOs regularly regarding individual children;
3. discuss staff training needs with SENCOs;
4. in discussion with SENCOs arrange sharing of good teaching practice;
5. look at resource requests and
6. share information on SEND with the school's Cognita ADE.

5. Processes

Identification through a graduated approach

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher (having followed step 1, 2 3 identification procedure) and SENCOs will discuss the child's needs and information will be discussed. A meeting of all interested parties will be carried out - if necessary further testing may be carried out. Full information and assessment will determine whether a child may or may not need to be placed on the SEND register.

SEND Register

At Charterhouse Square School we have due regard for The Special Educational Needs and Disability Regulations 2014 and apply those four broad categories of need:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

It is the school's aim to be guided by the DFE SEN Code of Practice when deciding the procedures that should be adopted to meet the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should receive. These procedures are carefully managed and monitored with effective internal communications and liaison

arrangements between staff and concerned parties.

Our school's arrangements are a graduated response to children with SEN. The SEND register follows the following stages and children may be moved on or off the register at any point.

a) Wave 1 universal support

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work and differentiated activities. The teacher is responsible for collecting information to support their concern on monitoring forms (Step 1, 2, 3 Procedure Forms).

Step 1: Teaching Strategies Checklist

Step 2: SEND Support Overview Form (next step *may* be Record of Concern Form)

Step 3: Tracking and Monitoring SEND Targets

At Step 2 the feedback is presented to the SENCOs who will then discuss information gathered with interested parties. The class teacher will then arrange a meeting with SENCOs and parents to discuss concerns reflected on Record of Concern form and possible interventions.

(A whole school provision map outlines Wave 1 reasonable adjustments which have been implemented to ensure inclusivity with the aim to allow all children to have full access to the curriculum.)

b) Wave 2 targeted support

A pupil moves to Wave 2 if it is felt that staff in consultation with the SENCOs have identified that the child has special educational needs. SEN pupils will require additional support, interventions and reasonable adjustments that are additional to or different from those provided as part of the schools usual differentiated curriculum. An Individual Provision Map (IPM) will be drawn up by the class teacher in consultation with the SENCOs for all pupils at wave 2 - 3 level. IPMs are reviewed and rewritten termly in consultation with the parents and the pupil. For younger pupils or for those whose needs are considered short-term the review period may not be as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class teacher and SENCOs may decide that the child will exit an IPM and be monitored by the teacher, whilst still receiving any necessary differentiation.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the SENCOs, so that together they meet the child's needs. They should ensure that withdrawal from the classroom is

minimal and does not interfere unduly with the child's access to the whole curriculum. Parents must be informed about SEND support.

c) Wave 2 – 3 targeted interventions with specialist support

A pupil moves to wave 3 if despite receiving an individual programme they continue to make little or no progress. The SENCOs work with the class teacher to complete forms for referral to outside agencies such as SLTs, OTs and Educational Psychologists. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, parents, pupils and the SENCOs work closely together to provide a comprehensive support programme for the child. The class teacher and SENCOs should revise the IPM in consultation with any other professionals involved with supporting the child in school. Wave 3 support must remain in place and all those involved must keep clear records. IPMs will continue to be written on a regular basis and reviewed termly with class teachers, SENCOs, parents and children (where appropriate).

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report may no longer be relevant. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the SEND Register.

Where wave 3 intervention proves successful, the child may revert to wave 2. Again the views of the pupil and parents will be taken into account.

Wave 3 specialist support/EHCP

For a very small number of pupils, progress at school wave 2 - 3 may still not adequately support their needs. At this point parents can request an assessment for an Educational Health and Care Plan (EHCP). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the SEND support. The SENCOs, with the advice of the class teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation and wave 1 – 3 interventions and outcomes. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCOs should observe the pupil in the class situation once a term and give written feedback to the class teacher on the needs of the pupil. These reviews should be discussed with the parents during IPM review meetings.

This may result in an Educational Health and Care Plan (EHCPs). A pupil with a plan will have their progress reviewed annually with teachers/SENCOs/ parents/ outside agencies and the LA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCOs to collate these records and to maintain the pupil's file.

6. Procedures relating to the SEND register records

The SEND provision records are as follows:

- **Monitoring forms** are kept by the class teacher in the pupil file. Blank copies can be found in the SEND file.
- **Records of Concern/Observations** are kept by the SENCOs in the school SENCO file. Blank copies can also be found in the SEND file.
- **Planning, Assessment and Progress files** are kept by the SENCOs in the SEN room.
- **IPMs** are kept by the SENCOs. Copies are kept in the SENCO file.
- **School based assessments** are stored in class pupil files.
- It is the responsibility of the class teachers and SENCOs to familiarize themselves with the reports.
- **IPM review forms** are kept with the relevant IPMs in the SENCO files.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCOs in the SENCO file after circulation.
- **The register of pupils with special educational needs** is kept electronically and hard copies are kept by the Head Teacher and SENCOs.

The SENCOs and the Head Teacher hold regular meetings to review the register of SEND children. IPMs and IPM tracking are working documents and used when planning – they are accessible but remain confidential. The IPM might include arrangements for withdrawal support.

7. IPMs

The school follows Cognita's format for IPMs.

An IPM is used to plan the support for a pupil that is additional to and different from that available to all. It focuses on up to three key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three short term targets set for or by the pupil, with a review date;

- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the IPM is to be evaluated and reviewed and any outcomes, including next steps and revised targets as appropriate.

IPM targets should be **SMART**:

- **Short**;
- **Measurable**;
- **Achievable**;
- **Realistic**; and
- **Time defined**.

IPMs are based on a cycle of: assess – plan – do - review. As far as possible this is met within the classroom, in some instances the school can organise group or 1:1 sessions with the SEN team. The IPMs are kept under review at all times and may be adjusted accordingly. Each IPM is formally reviewed termly by the SENCOs with the class teacher. Parents and pupils are also consulted, either formally in a meeting or informally. Parents receive a copy of the IPM and are asked to sign a copy for the school to keep. Pupils (age appropriate) are encouraged to give input regarding targets and also asked to sign their IPM.

Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress.

8. Strands of action to meet special educational needs

	Wave 1 Differentiated learning in class. Reasonable adjustments. See provision map.	Wave 2 Differentiation, Some 1:1 & small group support. Largely teacher led.	Wave 2-3 Differentiation, 1:1 & small group support. Increased SEND team aid.	Wave 3 /IPMs Individual help & advice from an external agency/ EHCP
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom. Effective use of TAs.	Small groups used for out of class activities with group targets	Individual or small group tuition to support IPM targets	Individual or small group tuition to support IPM targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEND Team as necessary	SEND teacher in liaison with class teacher and the parents & pupil	SEND teacher in liaison with class teacher and parents & pupil	SENCOs in liaison with external agencies, class teacher, parents & pupil
Curriculum and teaching methods	Differentiation for curriculum access and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials using multi-sensory(VAK*)	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes SEND training

*(VAK) visual, auditory, kinaesthetic.

9. Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the class teacher with guidance and support from the SENCOs, who report to the Head Teacher and the Senior Leadership Team.

The SENCOs work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class teacher and the SENCOs will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. It is the aim of the school to make reasonable adjustments in the classroom environment and in class practice to support the SEND child in their own class.

10. A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*. A process of: assess, plan, do, review is adopted to monitor progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, SEMH or personal skills.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Teaching staff should alert the SENCOs if they feel that a child may be in need of intervention in this area. Parents must be contacted before an assessment is made by the speech therapist who visits the school weekly.

Children with ASD, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognitive and learning

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

Children with less severe needs who require minimal support with literacy and/or numeracy will have their needs met within the classroom environment with TA support where necessary and differentiated tasks using support resources. Those children with more complex needs can be screened 'in-house' and then following the findings parents may seek an Educational Psychologist's Report. SpLD children may receive small group or one to one provision with the SEN team. Staff are aware that it can be very stressful for a dyslexic child to read aloud and the school marking policy is also dyslexic sensitive.

Social, emotional and mental health

These needs may be manifested in different ways, such as becoming withdrawn or displaying challenging or disruptive behaviour. These pupils may have difficulty paying attention or forming attachments with others in the school community. These needs may be met in the classroom with the use of social stories, rewards systems and PHSE sessions. At times 1:1 or group SEN sessions may be required to support these children.

Sensory and /or physical needs

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Space is made available within the school for OT sensory stress relief activities.

11. Integration

Children with SEND are fully integrated within the school as a whole where an atmosphere of encouragement and understanding is at the forefront. As a school we encourage the children to examine and understand different learning styles (visual learners, auditory learners and kinaesthetic learners) and celebrate our differences.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations if it can be demonstrated that the use of additional time is part of a normal way of working in school.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Transition

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs.

12. Testing

Assessment in primary schools

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include a taster session;
 - more detailed background including parents' questionnaires and details of the pupil's medical history and any other documentation from other settings.
2. Older children:
 - taster days prior to entry;
 - assessments of the pupil's reading age using a test which provides a standardised score;
 - standardised tests such as GL assessment, CAT4, PTiM and PTiE
 - moderated writing; weekly class tests
 - formative assessments by the class teacher;
 - in house screening for signs of dyslexia

Documentation retention

We are required to keep SEND documents for specified amounts of time in accordance with legislation:

Basic file description	Retention period	Action at end of administrative life of the record
Special educational needs files, reviews and IPMs	Date of birth of the pupils + 25 years	Secure disposal
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement (currently EHCP)	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the pupils + 25 years (normally retained on the pupil file)	Secure disposal unless the document is subject to a legal hold

Complaints

Parents are encouraged to discuss any concerns with the child's class teacher or the SENCOs. The SENCOs and the Head Teacher should be aware of any concerns. The school also has an official complaints procedure.

Ownership and consultation	
Document author	SENCOs: Allison Cleverly & Laura Annon
Consultation	Policy written with regard to Cognita schools consultation of May 2017. & April 2018. Charterhouse consultation: SLT and SENCOs

Compliance	
Compliance with	Legislation listed in policy, as amended when necessary
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy School Records Management Policy Accessibility Policy Safeguarding Policies More Able and Talented Policy

To be reviewed : September 2019