

COBBS BROW SCHOOL



Special Educational Needs Policy

2020-2021

Reviewed October 2020

Miss Paula Sharples (SENCO)

Tel: 01695 720632

COBBS BROW SCHOOL

p.baldwin@cobbsbrow.lancs.sch.uk

Special Educational Needs Policy **Reviewed October 2020**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 YEARS (July 2014) 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 Years (July 2014)
Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting students at school with medical conditions April 2014.
Safeguarding Policy
Accessibility Plan
Teachers Standards 2012
Keeping Children Safe in Education 2020
Working Together to Safeguard Children (2018)
School's Admissions Policy

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014. This Policy has been created by Miss Paula Sharples in liaison with the Headteacher (Mr Ian Eaton), Governors, SLT and staff. This policy is available on the school's website and available to all stakeholders on request.

BELIEFS AND VALUES

We at COBBS BROW are committed to meeting the special educational needs of pupils and ensuring that they make progress. We seek to provide a high-quality education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Every teacher at Cobbs Brow is a teacher of every pupil, including those with special educational needs.

MISSION STATEMENT

Cobbs Brow School provides a happy, secure and friendly learning environment where every child matters.

Staff, governors and parents work in partnership engaging and motivating children to enjoy

learning and achieve their full potential.

Everyone is valued and nurtured to develop as successful, confident and responsible citizens gaining life long learning skills and a strong sense of community.

OBJECTIVES

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- 1) Work within the guidance provided in the SEND Code of Practice 2014
- 2) Reach high levels of achievement for all in an inclusive environment
- 3) Have high aspirations and expectations of all pupils with SEN
- 4) Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- 5) Ensure that children with SEN are identified and assessed as early as possible and strategies are put in place to remove barriers to learning.
- 6) Meet individual needs through a wide range of provision and measure the impact of this provision.
- 7) Ensure that the attainment of SEN pupils is tracked and that pupils make expected or better than expected progress.
- 8) Ensure that CPD for all staff impacts on the teaching and learning of pupils with SEN and achieve a level of staff expertise to meet pupil need.
- 9) Provide support and advice for all staff, governors and parents working with SEN pupils
- 10) Share a common vision and understanding with all stakeholders.
- 11) Ensure good quality first teaching takes place in all classes and that all children are included.
- 12) Ensure all staff are aware of legal requirements and responsibilities.
- 13) Involve pupils and parents in the process of identification, assessment and provision and to ensure that pupils are aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice 2014 states that "a pupil has SEN 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." (6:15)

The purpose of identification is to work out what action school needs to take to address additional needs. The Code of Practice 2014 describes the 4 categories of need which need to be planned for:

Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be

because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. (C o P 6:28)

Cognition and learning - Support for learning difficulties may be required when children and young people 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), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (C o P 6:30) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health - Children and young people 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (C o P 6:32)

Sensory and/or physical needs - Some children and young people 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (C o P 6:34)

Whilst these four areas broadly identify the primary need of a pupil, at Cobbs Brow we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare, considering the impact of COVID-19
- Bereavement/divorce
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium.
- Being a Looked After Child (CLA)
- Being a child of a service woman/man
- Being in receipt of Pupil Premium Grant

GRADUATED RESPONSE

At Cobbs Brow School all teachers are responsible and accountable for the progress and development of the pupils in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. "Quality first" teaching is a priority of the School.

Teaching is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo and SLT to ensure that students are only identified as SEND if they make less than expected progress, given their age and individual circumstances, once they have had appropriate intervention/adjustments and good quality, personalised teaching.

The SLT regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify, support and remove barriers to learning for vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school follows the guidance of the SEN Code of Practice (2014) and uses a graduated approach to the identification and assessment of and provision for students with SEND. This incorporates the Assess - Plan - Do - Review cycle of implementation. Pupils identified as having SEN are referred to as 'SEN Support'.

Assess

After clear analysis of the pupil's needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENCO/headteacher) those pupils who require additional support.

Progress is measured for all students with SEN termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENCO to ensure SEN pupils are meeting expected targets.

A range of data is used to identify pupils with SEN including phonics screening, reading, writing, maths assessment results and SATs (statutory and optional).

Screening materials are used by the SENCO where appropriate to provide additional information.

The views of parents, pupils and, when appropriate, outside agencies are also taken into account when assessing additional needs.

Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed,

the SENCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, a CAF is usually opened and TAF meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

Plan

Parents are informed when pupils are identified as requiring SEN support and support is agreed. Pupils are involved in the process of setting their targets and planning how they will be met. A review date is set. All staff working with the pupil are made aware of provision and its intended outcomes. Parents are encouraged to reinforce intervention work at home and are provided with materials to help with this.

Support and intervention is planned on a whole school provision map. This is reviewed termly and the impact of interventions is recorded. The progress of identified pupils is tracked by the SENCO using school's internal tracking systems.

Do

The class teacher remains responsible for working with the child on a daily basis and has responsibility for any small group or one to one teaching where teaching takes place away from the main class.

Teachers work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The provision map is reviewed termly. Progress towards the targets on Individual Education Plans is updated weekly. Targets and teaching methods regularly are adjusted as appropriate.

Pupils with a statement or EHCP have a formal annual review meeting at an agreed date. All involved agencies are invited to attend and paperwork is submitted to the LEA. All stakeholders, including parents and pupils are able to respond in writing and orally to the meeting.

The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support.

In addition to the planned parents' evenings for all pupils, Cobbs Brow adopts an open-door policy and parents are always welcome to speak to the SENCO about any aspect of their

child's SEN. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

MANAGING PUPILS' NEEDS

- Pupils identified as having SEN have an IEP (individual education plan). This is written by the class teacher after careful assessment of needs and consideration of barriers to learning. Pupils are usually given no more than two targets to work on. IEPs are written using 'child friendly' language and are written in conjunction with pupils. They are delivered by teaching assistants who work closely with class teachers. IEPs are reviewed each week - TAs record a comment against the outcome and share this with class teachers. Teachers then decide how effective provision is and make any necessary changes. IEP targets are changed as appropriate. They are formally reviewed three times a year. Class teachers are responsible for maintaining IEPs and ensuring outcomes are met. Many teachers and teaching assistants use 'precision teaching' or baseline assessments to share progress with pupils and as a quick measure of the impact of interventions.
- Teachers record and evaluate all interventions on school tracking systems, so a record is kept throughout a pupils' school career.
- A provision map is created by the SENCO and Headteacher to ensure needs are met and staff are deployed appropriately to deliver interventions. Impact of interventions is recorded on the provision map.
- Teaching assistants record the impact of interventions each term and report to the SENCO. These are recorded and the effectiveness of interventions measured.
- When deciding whether to make additional educational provision, the SENCO will work alongside the teacher to consider all information gathered from within school about the pupil's progress. This includes formative as well as summative assessment.
- For pupils who have higher levels of support, the SENCO will facilitate provision/advice from outside agencies including Educational Psychology, SEND, Speech and Language Therapy Service, CAMHS, the Early Prevention and Intervention Team and the school health team.
- Where a multi-agency approach is required, the SENCO will complete a CAF with parents and organise subsequent TAF meetings to plan a multi-agency response.
- The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

CRITERIA FOR EXITING THE SEN REGISTER

The school maintains an SEN register which contains details of all children identified as having special needs. This can be found in the SENCO's file. This is confidential. The register is regularly revised and updated.

The SENCO and Headteacher have responsibility for the removal of a pupil from SEN support on the SEN Register at Cobbs Brow School. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

SUPPORTING PUPILS AND FAMILIES

Local Offer

Parents can read Lancashire County Council's Local Offer which describes provision for SEN pupils across the county. This can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

SEN School Information

Cobbs Brow School's SEN Information Report can be found on the school website, clicking on this link:

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2017/06/SEN-annual-report-to-governors-for-APRIL-2020.pdf> or upon request of a printed copy.

SEND Information and Advice Support Service (SENDIASS)

Sendiass is an agency which can offer support to parents of SEN pupils. Information can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx> or you can telephone on 0300 123 6706

Admissions

No pupil will be refused admission to school on the basis of his or her special educational needs. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Transition

To support transition, school shares information with the school or other setting the child or young person is moving to. Additional visits to high schools are organised for SEN pupils when needed and transition planning meetings are organised between schools and parents to ensure there is a smooth transition. Where appropriate, parents are signposted to SENDIASS.

Information is also shared as pupils move classes and key stages within the school.

Supporting Pupils With Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Individual healthcare plans written by the school nurse normally specify the type and level of support required to meet the medical needs of such pupils. These are written by health professionals and implemented in school. All staff are made aware of children's medical needs.

Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan. A copy of our first aid and medication policy can be found at <http://www.cobbsbrowschool.co.uk/wp-content/uploads/2018/04/FIRST-AID-AND-MEDICATION-POLICY-SEPT-2020.pdf>

MONITORING AND EVALUATION OF SEND

- School regularly and carefully monitors and evaluates the quality of provision offered to all pupils.
- This is done through regular book scrutinies, class observations, audits, sampling of parent views, pupils' views and staff views.
- School have a designated SEN governor who meets with the SENCO.
- The SENCO produces and delivers an annual report for governors which uses information from ASP, LSIP, data dashboard and internal data to show the progress of SEN pupils and highlight areas for development.
- SEN progress reports are delivered to governors termly through the Standards and Effectiveness Committee meeting.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants.

- Teaching assistant CPD occurs through SHARES training days, INSET in school or TAs attending County led courses. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCO may identify the SEN training needs of staff through the appraisal process in conjunction with the Headteacher/SLT and all staff undertake training and development, for example through INSET. The SENCO often leads INSET for all staff.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCO to explain systems and structures in place around the School's SEN provision and practice and to discuss the needs of individual students.
- The SENCO regularly attends the Local Authorities termly SENCO cluster meetings and half termly local SHARES SENCO forum meetings in order to keep up to date with local and national developments in SEN.
- There are teaching assistants in each classroom to support all English and mathematics lessons. There are more support staff working in the foundation stage of the school. Pupils with additional needs have varying degrees of one to one support from teaching assistants. All classes have interactive whiteboards and access to i-pads. In Year 6, homework clubs are staffed by teachers who assist pupils requiring help with SATs homework.
- School buy in expert advice and assessment from SEND (Special Educational Needs and Disabilities Service) when required. In addition, when concerns are raised about individual nursery pupils, the SENCO will also make requests for guidance for two year old pupils and request additional inclusion support for 3 year old pupils from our two nurseries so that intervention is early.
- The School Development Plan and provision map takes a strategic approach to meeting SEN in the context of the total resources available including identified groups such as pupil premium.
- Resources are prioritised according to the School Development Plan. The SENCO consults teaching staff and support staff to determine which resources are needed and submits a budget bid to the SLT.
- Resources are labelled and stored centrally so that they are fully accessible to all staff.
- SEN is funded through the notional SEN budget - this is used to provide high quality, appropriate support for SEN pupils.
- Where additional funding is required, review of provision is made, including application for Statutory Assessment by the SENCO and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for High Needs Block Funding; The local authority is responsible for providing additional funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.
- The English and Maths co-ordinators will liaise with the SENCO to ensure that the needs of SEN pupils are being met.
- The SENCO will work alongside the assessment co-ordinator to track pupils with SEN needs.

Outside Agencies Including Health Services

We seek advice and expertise from various outside agencies including:

- Education - SEND
- SENDO
- Health - nurse, doctor, Occupational Therapist, Speech and Language Therapist , Physiotherapist, Psychiatrist
- CAMHS
- Pupil attendance team
- Children's Social Care
- SENDIASS
- Early intervention team (SENDIASS)
- The SENCO, teaching and support staff are released to attend meetings with outside agencies.

Parents

At Cobbs Brow we take in to consideration:

- maximising involvement of parents
- welcome and induction of new pupils
- how parents are kept informed e.g. IEPs/parents evenings, reviews,
- appropriate literature sent home from school
- how the parents views are elicited
- Governor's Report to Parents
- SENDIASS
- Homework

ROLES AND RESPONSIBILITIES

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEN. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEN;
- determine the school's general policy and approach to students with SEN in cooperation with the Head teacher and SENCo;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEN;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;

- ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- ensure that pupils with SEN are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.
- The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At COBBS BROW this role is undertaken by MRS MARGARET GARDENER who will meet regularly with the Head teacher MR IAN EATON and SENCO MISS CHARNOCK. The SENCO is a member of the senior leadership team and has completed the national SENCO award.
- The Head is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the governing body informed about the special educational needs provision made by the school. SEN is an integral part of the school development plan. The quality of SEN provision is continually monitored by the Headteacher and SENCO.
- The SENCO and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the SENCO. All Teaching Assistants are line-managed by the SENCO.

Designated Teacher with specific Safeguarding responsibility

DSL is the Headteacher (Mr Ian Eaton) and Deputy DSP is Mrs Lisa Freeman (Deputy Headteacher).

Designated member of staff responsible for managing PPG/LAC funding

Headteacher.

Designated member of staff responsible for managing and meeting the medical needs of students:-

Headteacher & SENCO

STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families. Please see our privacy statement on our school website.

REVIEWING THE SEN POLICY

This Policy will be reviewed yearly to comply with new requirements for SEND with effect from 1 September 2014.

ACCESSIBILITY

Please refer to our Single Equality Policy for further information about accessibility. This can be found using this link:

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2017/06/SINGLE-EQUALITY-POLICY-OCT-2019.pdf>

See School's Local Offer/SEN information report for the school, Tiny Acorns Nursery and Little Acorns Nursery on our school website at:

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2017/06/LOCAL-OFFER-COBBS-BROW-TINY-ACORNS-08034-MARCH-2020-WEBSITE.pdf>

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2017/06/LOCAL-OFFER-COBBS-BROW-LITTLE-ACORNS-08034-MARCH-2020-WEBSITE.pdf>

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2017/06/LOCAL-OFFER-COBBS-BROW-SCHOOL-08034-MARCH-2020-WEBSITE.pdf>

Curriculum

At Cobbs Brow School we take the following points into consideration when meeting the child's needs;

- *Access to English/Maths/ICT*
- *Teacher planning*
- *Differentiation*
- *Disapplication*
- *Withdrawal*
- *IEPs in relation to curriculum*
- *Resources*

Access to the full life of the School.

Children will be given the opportunity to experience the following alongside their peers irrespective of skill or level of impairment.

- *Homework*
- *Trips*
- *Clubs*

- *Swimming*
- *Assembly*
- *School teams*
- *Plays/productions*
- *Sport*

This may need additional resources or adaptation and each situation will be considered to meet the needs of the child concerned.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will discuss the issue with the Head.

If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. A copy of the schools complaints procedure can be found using this link:

<http://www.cobbsbrowschool.co.uk/wp-content/uploads/2018/10/HANDLING-COMPLAINTS-POLICY-AND-PROCEDURES-JANUARY-2020.pdf>

BULLYING

Please refer to the Behaviour for Learning Policy available on the school website <http://www.cobbsbrowschool.co.uk/policies/> and anti-bullying policy - available from the school upon request.

APPENDICES

Please refer to the Local Offer - SEN Information Report (school website)
 Accessibility Policy
 Behaviour Policy
 Confidentiality/Information Sharing Policy
 Anti-bullying policy
 School website - <http://www.cobbsbrowschool.co.uk>

Next Review Date: October 2021

GLOSSARY OF TERMS

SEND - special educational needs and disabilities.
CAF - common assessment framework

CPD - continued professional development

SEND - Special Educational Needs and Disabilities Service

SENDIASS - Special Educational Needs and Disabilities Information, Advice
and Support Service

SENCO - Special Educational Needs Co-ordinator

IEP - Individual Education Plan

LEA - Local Education Authority

EPS - Educational Psychology Service

SATs - Standardised Attainment Tests

AGT - Able, gifted and talented

PIVATs - Performance Indicators for Value Added Target Setting