

# Corvedale Church of England (Voluntary Aided) Primary School and Nursery

## Special Educational Needs and Disability Policy

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Policy reviewed	October 2023	
Date approved by Governing Body/Trustees		
Next review date	October 2024	

**Policy prepared/reviewed by: Adelaide Knight**

**Policy reviewed and approved by: Governing Body**

The SEND Policy is a statutory policy and is reviewed annually. Corvedale Primary school and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy is reviewed on an annual basis by the SENDCo in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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## Statement of Intent

This policy outlines the framework for Corvedale Primary School to meet its duty and obligation to provide a high-quality education to pupils with special educational needs and/or disabilities (SEND).

The core aim of this policy will be to eliminate discrimination, promote equal opportunities, and foster good relationships between pupils with SEND and pupils without SEND. Corvedale Primary School will work with Shropshire Local Authority, within the following principles which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.

## Legal Framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

## Related School Policies

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Duty Policy
- Confidentiality Policy
- Child Protection Policy (2023)
- Complaints Policy
- Accessibility Policy

## Aims and Objectives of this Policy

Corvedale Primary School plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To ensure pupils with special education needs are identified at the earliest point and to make effective provision (SEND CoP 2015 para 6.11)
- To ensure that the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils (SEND CoP 2015 para 6.5)
- To adhere fully to the fundamental principles of the Code of Practice, having regard for:
  - The views and wishes of the child and the child's parents/carers
  - The importance of the child and their parents participating as fully as possible in decisions being provided with the information and support necessary to enable participation in those decisions.
  - The need to support the child and their parents/carers in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

(SEND CoP 2015 para 1.1)
- To ensure the Children's and Families Act (2014) and the Equalities Act (2010) the SEN and Disabilities Act and the Special Educational Needs and Disability Code of Practice (2015) are implemented effectively across the school.
- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through matched learning by class teachers and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring SEN support or for children with an Education, Health and Care Plan (EHCP).
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014).

### Identifying pupils with SEND: A Graduated Response

Corvedale Primary School has a clear approach to identifying and responding to SEND ([see appendix B](#)). We recognise that early identification and effective provision improves the long-term outcomes for pupils.

With the support of SLT, classroom teachers will conduct regular pupil progress meetings, with the aim of identifying pupils who are making less than expected progress, despite regular attendance.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline.
- Progress fails to close the attainment gap within the class.
- The attainment gap is widened by the plateauing of progress.

If after receiving targeted high quality teaching strategies it is felt that the pupil is still not making progress, a meeting will be held with the Class teacher and SENDCO to discuss implementing strategies from the Wave 2 Provision Offer, and the child will be moved onto our monitoring register. The class teacher will inform the parents and offer strategies to support the child at home. At this tier, children will be supported and monitored through an in-class monitoring plan (CMP). These plans are reviewed regularly throughout the term by the class teacher, and monitored by the SENDCO. These plans follow the cycle of Assess > Plan > Do > Review. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support.

If a child is continuing to face difficulty, despite receiving support from our Wave 2 provision offer, a formal meeting will be held with the SENDCO, Teacher, Parents, and child where appropriate, to discuss adding the child to the Special Education Needs and Disabilities (SEND) register. Children at this tier need educational provision that is additional to our wave 1 and 2 provision offer. This is special educational provision. When a pupil has been identified as having special educational needs because special educational provision is being made for them, the pupil (or parent on a pupil’s behalf) will be consulted and involved in the arrangements made for them as part of child-centred planning.

A child on the SEN register will have a Pupil Centred Plan (PCP) created, which will follow the cycle of Assess > Plan > Do > Review and will be closely monitored by the SENDCO.

### Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is additional to or different from that normally available in a differentiated curriculum.

Special Educational Needs and Disability Code of Practice 0-25 years 6.12 (2015) states that:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

*“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*- Has a significantly greater difficulty in learning than the majority of others of the same age or*

*- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

**- ([SEND Code of Practice 2015](#))**

Corvedale Primary School will have regard to the SEND code of Practice 2014 when carrying out its duties towards pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg.5) states that:

“Many children and young people who have SEN may also have a disability under the [Equalities Act 2010](#) – that is’... 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’.

This definition provides a relatively low threshold and includes more children than many realise: ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’”

Corvedale Primary School regularly reviews how well equipped we are to provide support across the following four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and physical needs

### Communication and interaction

Pupils with Communication and interaction needs (CI) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Corvedale Primary School recognises that pupils with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, can have particular difficulties with social interaction.

The SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with communication and interaction needs reach their potential.

### Cognition and Learning

Pupils with learning difficulties may require support – the school will offer learning support in line with quality first teaching and interventions.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO’s will ensure that any provision offered will be suitable to the needs of the pupil.

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 Difficulties (SEMH)

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement an individual behaviour plan to support pupils with these difficulties.

## Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. A pupil with a disability is covered by the definition of SEND if they require special educational provision. Corvedale Primary School recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

## Arrangements for coordinating SEN provision

1. The SENCO will be alerted to pupils below expected levels following pupil progress meetings and through analysis of SEN data.
2. The SENCO will discuss issues arising from pupil progress meetings, data and cause for concerns with the class teacher at the earliest convenience & will assess the pupils if necessary.
3. The SENCO will then follow the graduated approach of assess, plan, do, review.
4. Support will be given to each teacher on the formulation of Person Centred Plans (PCP's)
5. Targets arising from any PCP's support/provision plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. scaffolds, varied teaching styles.
6. The SENCO monitors PCP's & planning for SEN, giving advice through staff meetings.
7. The SENCO, together with the Headteacher & Senior Leadership Team (SLT), monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
9. Subject leaders have responsibility to monitor their own subject and advise class teachers on how to meet the needs of children with SEND within their own subject.

The SENDCO keeps the SEND register updated on a termly basis. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be considered. The assessment information from teachers will show whether adequate progress is being made over time.

The SEND Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the pupil's previous rate of progress.
- Which allows the attainment gap to close between the pupil and children of the same age.

A child's PCP is developed in line with guidance from The SEN Code of Practice (2014) which states,

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11).



### Education, Health and Care Plans (EHCP)

Where a pupil's needs cannot be met through the resources normally available within Corvedale Primary School we will, in consultation with the pupil's parents/ carers, request a statutory assessment of SEND. Most children and young people with additional needs do not need an EHCP. Corvedale Primary School has a duty to put support in place to make sure pupils with additional needs are accessing a high standard of education and progressing in all areas. When a child's needs are more complex and can't be met by their school, a request for an EHC assessment will be submitted.

Corvedale Primary School will fully cooperate with the local authority when research about the pupil is being conducted. If the decision is taken not to issue an Education Health and Care Plan (EHCP), Corvedale Primary School will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

### Local Offer

Corvedale Primary School will cooperate with the Local Authority and local partners in the development and review of the Local Offer. The Shropshire Local Offer will provide information on what support is available in the local area and can be found on the Shropshire council website:

<https://shropshire.gov.uk/the-send-local-offer/>

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

### Admissions

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and are published on the School's website. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

The school will ensure it meets its duties set under the '2014 School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- For pupils starting mid-year, or transferring, staff will liaise with previous settings to ensure that appropriate support can be put in place prior to admission.

### Roles and Responsibilities

The SENCO will be a qualified teacher and achieved the National Award in Special Educational Needs Coordination.

The Special Educational Needs Coordinator (SENCo) is responsible for the day to day operation of this policy with the Head teacher having overall responsibility for the management of all school policies. The Governing body, Head teacher and SENCo will work together closely to ensure that this policy is working effectively.

The named SENCO at Corvedale Primary School is: Mrs Adelaide Knight

Contact details: Corvedale Primary School and Nursery - 01584 841630

Email - Adelaide.knight@taw.org.uk

- SEND Governor:

### The SENDCo will be responsible for:

- Collaborating with the governing board and Head Teacher to determine the strategic development of the SEND policy and provision in Corvedale Primary School.
- Working with the relevant governors and the Head Teacher to ensure that Corvedale Primary School meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Overseeing the day-to-day operation and implementation of the SEND policy.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of Corvedale Primary School's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with Early Years providers, other schools, and outside agencies, as required.
- Being a key point of contact for external agencies, especially the Local Authority and its support services.
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by Corvedale, together with those who do not have SEND.
- Ensuring that Corvedale Primary School keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the Head Teacher, identifying any patterns in the identification of SEND within Corvedale Primary School and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Prepare the SEND information report to be published on Corvedale Primary School website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'

### SEND Designated Governor Responsibilities:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

### The Head Teacher will be responsible for:

- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of Corvedale performance management arrangements.

- Ensuring that procedures and policies for the day-to-day running of Corvedale Primary School do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Identifying any patterns in the identification of SEND within Corvedale Primary School and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on a regular basis.

#### Teachers will be responsible for:

- Familiarising themselves with the children's records and information regarding their SEND.
- Being responsible for creating individual Personalised Learning Plans (PLP) for SEND pupils and communicating with parents about their child's provision and progress.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Differentiating the curriculum to meet the needs of all children including those with SEND.
- Being accountable for the progress and development of the pupils in their class.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the SENDCo informed of any changes to need or circumstances.

#### Involving Pupils and Parents in Decision Making

Corvedale Primary School will ensure staff listen and understand when parents' express concerns about their child's development and listen to any concerns raised by children themselves.

Parents of pupils with SEND are encouraged to share their knowledge of their child. The Headteacher and SENDCo will act upon the views and contributions made by parents. Parents will always be formally notified when the Corvedale Primary School provides their child with SEND support.

Decisions on whether Corvedale Primary School will commission added provisions will be discussed thoroughly with the LA, parents and, when/where appropriate, with the pupil involved.

Communications and planning regarding SEND should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Operate as an open door policy.

- Be easy for children, young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The Class Teacher supported by the SENDCo, will meet with pupils, and parents of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

### Resolving Disagreements

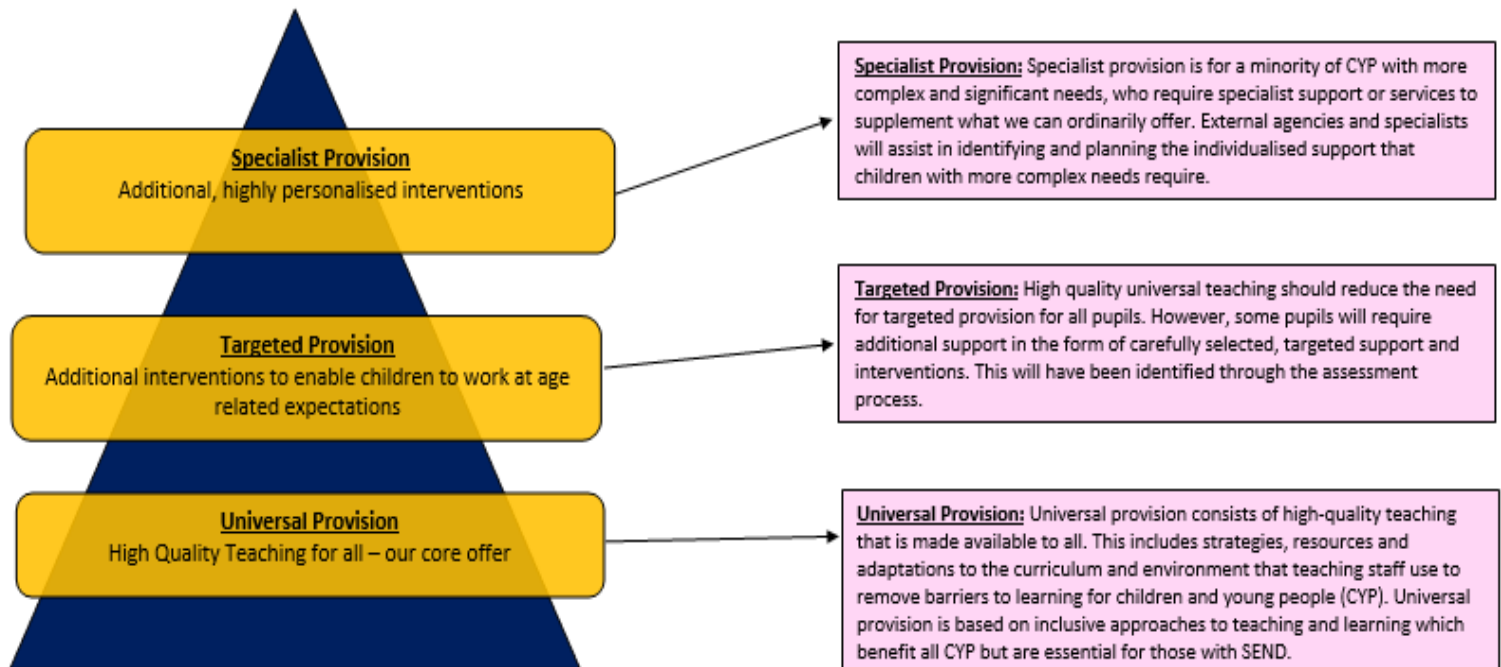
The same arrangements for the treatment of complaints at Corvedale Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENDCO or Headteacher to resolve the issue before making the complaint formal to the Governing Body (See Complaints Policy on the school website).

All about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering. In all cases, Corvedale written complaints procedure will be followed, allowing for a complaint to be considered informally at first. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, Corvedale Primary School will contact the LA immediately in order to seek disagreement resolution advice, regardless of a EHC plan being in place or not. Where necessary, the Head teacher will make the relevant parties aware of the disagreement resolution service. Parents are made aware that Ofsted can consider complaints relating to whole school SEND, if the problem has not been resolved informally.

## Appendix A: Graduated Approach

### SEND Support Currently Provided – updated September 2023

*Ensuring the right support, at the right time.* The graduated support model enables us to provide appropriate support with a clear pathway, systems, and processes for making decisions - accessing support from within school and involving and referring to outside agencies where needed.



## Appendix B: Identification Process

