



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Cams Lane Primary School

SEND Policy

School Vision

‘Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.’

‘INSPIRE, BELIEVE, LEARN’

Resilience, Resourcefulness, Respect, Reflection, Responsibility

Cams Lane Primary School aims to offer a fully inclusive environment, high ambitions and goals for all pupils. We aim to identify and overcome potential barriers to learning and are committed to responding to pupils’ diverse needs and abilities.

We use the five R’s to instil a sense of community and belonging and offer new opportunities to all learners that helps to build Resilience, Respect and Responsibility. We recognise that good special needs practice is good practice for all children. Through giving our children the creative tools to manage their own learning they are able to develop Resourcefulness and Reflection.

Cams Lane Primary School provides a broad and balanced curriculum for children. The teachers meet the diverse needs of all children in their class. For some SEND pupils their learning needs will be met through classroom adaptations such as setting suitable learning challenges, classroom organisation, teaching materials, teaching style, questioning and different tasks. Teachers will make requirements and provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities.

Aims and Objectives.

- To create an environment where all children access Ordinarily Available Alternative Provision (OAIP)
- To ensure all teachers are responsible in early identification and appropriate assessment to meet the needs of all pupils.
- To offer high quality support to ensure that all needs are met and all experience success.
- To be creative and innovative in our approach.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process including parents.
- To ensure that parents are able to play their part in supporting their child's education.
- To support our children in having a voice in this process.

These objectives will be supported and achieved by the assess, plan, do review cycle when necessary.

Definition of Special Educational Needs

The statutory SEND Code of Practice (2015) sets out the definition of special educational needs used in England as children who;

- have a **significantly greater difficulty** in learning than the majority of children of the same age.
- **have a disability that prevents or hinders them from making use of educational facilities** generally provided for children of the same age in mainstream schools.

Children are defined as having special educational needs if they have a difficulty that calls for special educational provision to be made for them.

Cams Lane recognises that there are a number of children who are achieving the learning outcomes appropriate for their age and accessing school life successfully despite a disability or additional need. Some children who have a diagnosis of an additional need, will have their needs met by quality first teaching or a Care Plan. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Cams Lane, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher and parent/carer. We recognise that there are other factors which may impact on

progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Family issues
- Housing difficulties
- Health and Welfare
- English as an Additional Language

These children will be placed on our vulnerable child list, they may have pastoral support from school and external agencies working with them.

A TAF (Team Around the Family) may be put in place to support the family further. The TAF system's aim is to identify and address barriers to achievement, both academic and emotionally and to work alongside parents and carers to find solutions for these barriers by setting specific targets for both school and home. TAF meetings provide an opportunity to focus on the needs of the children. Keeping Children Safe In Education' 2019, states that 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.'

A Graduated Approach to SEN Support

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

To enable all children to achieve their personal learning outcomes, Cams Lane uses a four-step graduated approach. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school.

Step 1: OAIP (Ordinarily Available Alternative Provision)

Step 2: Some additional support (SENDCo involved)

Step 3: Further level of additional support (External agencies involved)

Step 4: High Level of Support (EHC Plan; Multi-agency involvement)

Step 1

All children at Cams Lane have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include learning objectives, which are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account.

Step 2

These are children who are beginning to show some signs of emerging needs or those who are not making adequate progress, despite having access to a

differentiated curriculum. These children will have access to teacher planned interventions, specific interventions or resources matched to need such as:

- Additional time to devise the nature of the planned intervention and to monitor its effectiveness;
- SEMH intervention
- Learning intervention
- Different learning materials or special equipment
- Some group or individual support

This information will be recorded on a Learning Plan.

If, after this additional support and close monitoring of the interventions and progress made, the child:

- continues to make little or no progress in specific areas over a set time period
- continues working at levels below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Then, support may be needed from external agencies and referrals can be made by the SENCO. External support services will provide recommendations for the school.

Step 3

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

The school may seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. Pupil Profile will follow the assess, plan, do, review format and will have;

- short-term targets/outcomes planned for the child (SMART Targets)
- the teaching strategies to be used and who is delivering them and expected impact
- pupil voice
- Intervention Assessment Sheet will record;
clear assessment at the start of the intervention
informal assessment mid-way
a clear assessment at the end of the intervention with review and next steps

The Learning Plan will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The delivery of the interventions recorded on the Learning Plan continues to be the responsibility of the class teacher

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

School liaises with the following services;

- Educational Psychology Service
- Speech and Language Therapists
- Occupational Therapists
- CAMHs and Paediatrics
- SENDiass
- School Nurse
- Continence Team
- SEN Team
- Outreach Team
- CYPIC - Looked After Children Team
- Early Help
- Early Break
- Social Services
- Sensory Needs Team
- Inclusion Team
- Bereavement support
- First Point - Service for parents at home for children with Special Educational Needs
- Bury Young Carers
- Bury2together

If a child continues to demonstrate significant cause for concern. There may be the possibility of a future Education Health Care Plan (EHC Plan) referral for these children. Evidence will be collated from the assess, plan, do, review process.

Step 4

These are children who have complex and long term needs and who have a Education, Health and Care Plan (EHC Plan) or who will be referred for an EHC Plan assessment in the near future.

Identification, Assessment and Provision

Cams Lane Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards, June 2013)

Assess

Cams Lane uses a variety of ways to assess a child with special educational needs to identify additional and different provision. Staff must record a concern on the alert to SENDCo form.

Assessment may be collated from; school assessment data, teacher judgments, observations, discussions with key staff, parents and child, specific assessment targeted to need, carried out by SENDCO and assessments from outside agencies.

Plan

Discussions will be held with key staff, parents and external agencies if needed, to plan for what needs to happen. The plan will be outcome focused with the parent and child at the center of the planning. The intervention and support will be outlined on the Pupil Profile and expected impact on progress, development and behavior recorded with time limits.

Do

The plan will be implemented as agreed showing who, what, when and how. Key staff will continue to observe and record evidence.

Review

A discussion with key staff, external agencies, parents and child will review and analyse the effectiveness of the interventions and the impact on the pupil. These will be held termly or more frequently if needed. Next steps will be planned and implemented.

What we offer in school

Nurture Groups:

Friendship groups to support children in making friends, managing new experiences and change, confidence and social skills.

Self-esteem groups to explore self-identity, building their own and others self-esteem and developing responsibility.

Motor skills United- supporting children with fine and gross motor skills, balancing and co-ordination

Time to Talk - social skills and social communication group

Wishes and Feelings - one to one support

Pastoral support - one to one support looking at strategies to manage anxiety

Bespoke timetables

Bespoke learning interventions

Learning interventions depending on area of need

Roles and Responsibilities

The Role Of The Governing Body

The Governing Body has due regard to the Code Of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body seeks to secure the necessary provision for any pupil identified as having special educational needs. The Governors report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school, that SEND provision is being made for their child.

The Governing Body has identified a Governor, to have specific oversight of the school's provision for pupils with special educational needs. The SENCO ensures that the designated governor is kept up to date with all SEND issues in the school by way of a termly report.

The SEND Governor will ensure that the Governing Body are aware of the school policy and provision including the deployment of funding, equipment and personnel.

The Role of the Headteacher

Responsible for

- The Headteacher keeps the governing body fully informed and oversees and line manages the work of the Special Educational Needs Co-ordinator.
- The Headteacher and Special Educational Needs Co-ordinator seek out and share best practice with the LA and other schools.

The Role of the SENCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Managing day to day needs of children with SEND.
- Making referrals to external agencies when needed.
- Ensuring that parents are:
 1. Involved in supporting their child's learning.
 2. Kept informed about the support their child is getting.
 3. Involved in reviewing how they are doing.
- Liaising with external agencies
- Updating the school's SEND register and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Report to the Head teacher regularly.
- Report to the SEN Governor termly.

Class Teachers

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENDCO know as necessary.
- Writing Pupil Profiles and sharing and reviewing these with parents
- Ensuring that all staff working with children in school are helped to deliver the planned work / intervention so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SEN Teaching Assistants

Responsible for:

- Keeping records up to date.
- Regularly feeding back to the teacher/SENDCo so that this can be fed into planning and target setting.
- Contributing to pupil progress and annual review meetings and Pupil Profile Reviews.

Parents

As a school we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.

Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy. School has positive attitudes to parents and strive to ensure they understand procedures and are aware how to access advice and support. Parents are involved in supporting the target setting process and are provided with guidance on how to help their children at home. We endeavour to extend support to the best of our ability. We offer parenting

courses, parent counselling, one to one parenting support and sign posting to other services.

Pupil Participation

Pupils are encouraged to participate in the decision-making process, we ask for children's viewpoints and feelings before meetings and pupils where possible are involved in writing their own pupil profile including the setting and reviewing of targets. The school council are involved in decisions around making the school inclusive and we use pupil voice questionnaires to consider the needs of all. If needed a child will be supported in expressing their opinion.

Children with English as a Second Language.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Children with Physical Needs and/or Intimate Care Needs.

Children in our school with physical and/or intimate care needs will have their needs met and monitored usually through a care plan. This will be written by the SENCO in conjunction with the parents, the child and any health professionals involved with the child. A Care plan is sometimes used alongside a Pupil Profile. Please refer to the Intimate care policy.

Allocation of resources

The LA provides the school with money in its school budget towards meeting pupils' special educational needs.

The school spends this money on:

- SENCO time to co-ordinate provision and manage documentation
- training for teachers and teaching support staff so they can meet pupils' needs more effectively
- specialist equipment and resources including intervention material
- learning support assistants and/or specialist teachers to work one-to-one or with small groups

The details of how individual pupils receive support are recorded and evaluated on group and class provision maps.

Monitoring and Evaluation of SEND

Cams Lane monitor and evaluate the effectiveness of the provision carried out in the following ways:

- Classroom observation by the SENDCo.
- Tracking pupil progress using assessment data.
- The assessment of progress made by intervention groups.
- Scrutiny of planning by the SENDCo
- Pupil voice
- Pupil involvement in writing Pupil Profiles
- Parent and pupil views through reviews
- Monitoring targets, evaluating the impact.
- Termly review of provision map.

Complaints Procedure

All complaints must be brought to the attention of the SENCO, in the first instance, who will, as necessary, involve the head teacher and/or class teacher. All complaints will be dealt with efficiently, to the best of our ability, until a reasonable agreement is reached to solve the issue.

The SEN Governor will be informed of all complaints received by the school.

