



Cheveley C of E Primary School

## Special Educational Needs and Disability

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Adopted: July 2023

Chair of Governors:

Persons responsible for managing the provision we make for children and young people with Special Educational Needs and Disability (SEND) within our school:

- Mrs Stacey Kendall–Headteacher
- Ms Ngaire Hepworth -Special Educational Needs & Disability Coordinator (SENDCo)
- Mrs Geraldine Ciantar – Governor with responsibility for SEND

The above members of staff can be contacted in person via the School office, emailed on [office@cheveley.cambs.sch.uk](mailto:office@cheveley.cambs.sch.uk) or by telephone on 01638 730 273

Cheveley C of E Primary School is an inclusive school; our children have a wide range of interests, abilities and aptitudes. All of our pupils are entitled to have their needs met within the nurturing environment of our school. Cheveley School is a Church school and recognises that equitable provision for all members of its community reflects Jesus' teaching on God's love for all. It is the duty of all staff to support and teach every child or young person, including those with Special Educational Needs and Disability (SEND). Within our school every teacher is a teacher of every child or young person including those with SEND and it is the duty of all staff to support the pupils in their care.

Some of our children may need support that is additional to or different from what we provide for the majority of our pupils. They may require additional and targeted intervention to support and enable them to meet their full potential and access the curriculum that we offer to our pupils. This policy will outline how we provide that support.

This policy reflects the SEND Code of Practice, 0-25 guidance (2015).

### **Definition of Special Educational Needs and Disability (SEND)**

This definition is taken from the SEND Code of Practice (2015).

'A pupil has SEND 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.'

### **Definition of Disability**

Many children and young people who have SEND may have a disability under the Equality 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.

## Aims

The following principles are incorporated into our school policy:

- To provide every opportunity for all of the pupils with SEND within our school to achieve their potential.
- To raise the aspirations and expectations for all pupils with SEND within the school.
- To take a personalised approach to learning, recognising that every individual has different needs and needs differing support to reach their potential.
- To ensure that all pupils with SEND are fully integrated in to the life of the school, take a full part in all activities and have an equal opportunity to represent the school in positions of responsibility within school and the wider community.

We believe education is a partnership between the child, parents/carers and teacher so the views, thoughts and wishes of children and families will be sought and the planning and implementation of their individual support plan will be achieved together.

Our provision will be underpinned by high quality teaching, planned and delivered by the class teacher, supported by a teaching assistant in class (where applicable) and include targeted intervention support when required.

## Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- The SENDCo will provide support and advice for all staff working with special educational needs pupils and seek specialist advice and support when appropriate, liaising with appropriate outside agencies.
- To structure the learning opportunities for children with SEND, using personalised learning targets and through high quality teaching matching our teaching styles to the children.
- To develop the use of different resources, specialist programmes and techniques as teaching tools to support children in achieving their goals.
- To support parents and carers to play a part in supporting the needs of their child.
- To set stretching targets for pupils with SEND, tracking their progress towards meeting these targets at half termly pupil progress meetings and keeping under review the different provision that we make for them.
- To ensure that the interventions we use are matched to the needs of the pupil, are evidence based and achieve the required impact on their progress.
- To increase liaison with other agencies, including feeder schools and also secondary schools, to ensure the child and staff are well prepared and transition is effective.
- To make accessible and available all of this information through the publication of our Local Offer; this can be viewed on our school website.

## **Identifying Special Education Needs**

There are 4 broad areas defined in the SEND Code of Practice that give an overview of the additional needs that we must plan for in school. Early intervention and planning is crucial to support pupils and we must always remember that every child is an individual, entitled to personalised support.

### **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 (for example, children with an Autistic Spectrum Diagnosis). The needs of these children may change over time.

### **Cognition and Learning**

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

### **Social, Emotional and Mental Health Difficulties**

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.

### **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.

### **Other factors**

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement as all pupils:

- Disability – under current Disability Equality legislation we have a legal duty to make 'reasonable adjustments' for a pupil with a disability but this alone does not constitute SEND.
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

### **Children with Social, Emotional and Mental Health Needs**

Behaviour is not classed as an SEN, but the school recognises that all behaviours are a means of communication. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (eg bereavement, parental separation) we complete an Early Help Assessment (EHA) form with the family and support the child through that process.

If parents/carers and the school are concerned that the child might have mental health needs, we encourage parents/carers to ask their GP for a referral to Children and Adolescent Mental Health Services (CAMHS) or to a specialist within the Air Force medical services.

If the child is felt to have a long term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TA's who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

### **A Graduated Approach to SEND Support**

We know when pupils need help if concerns are raised by the pupil themselves, parents or carers, external agencies, teachers or the pupil's previous school regarding a child's level of progress or inclusion.

The general progress of all pupils in our school is carefully monitored by class teachers and any concerns are communicated to parent/carers and acted upon promptly. Attainment is rigorously tracked by the class teacher and monitored alongside the Senior Leadership Team at half termly pupil progress meetings. Challenging targets are set and pupils are identified if they need to be monitored or are at risk of under-achievement.

Class teachers are responsible and accountable for the progress and development of the pupil's in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individuals, is the first step in supporting pupils with Special Educational Needs.

As a school we apply the ASSESS-PLAN-DO-REVIEW (APDR) cycle when considering the strategies and approaches to use in the classroom with children for SEND. The APDR cycle is recorded on a child's Individual Support Plan (ISP).

#### **1. Assess**

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parent/carers will be consulted in this early discussion to support the identification of action(s) to improve outcomes.

#### **2. Plan**

The class teacher will plan the curriculum and may ask the SENDCo for support and specialist advice in supporting pupils with SEND. Additional training for the teacher or the purchase of classroom resources may be considered necessary to support the pupil within the classroom setting.

### **3. Do**

SEND support will be recorded on a provision map and implemented regularly. Expected outcomes will include stretching and relevant academic and developmental targets (this may include targets around preparing for transition) and will take into account parent/carers aspirations for their child. Parent/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. A date is set for reviewing attainment.

### **4. Review**

Progress towards the outcomes will be tracked and reviewed termly at pupil progress meetings and/or meetings with the parent/carers and the pupil. If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parent/carers and the pupil will be obtained and further appropriate evidence-based interventions will be identified, recorded and implemented by the class teacher with advice from the SENDCo.

The APDR cycle(s) run for as short or long a time as need remains.

### **Assessments**

The class teacher, SENDCo and Senior Leadership Team will look at all the data available, including national assessments. In deciding whether to make special educational provision and plan additional interventions, the SENDCo and class teacher will look closely at the formative assessment evidence gathered in the classroom and the strategies already tried. The SENDCo may use different standardised assessment tools at this point to gain a clear picture of need.

At this point the SENDCo may also wish to draw on more specialised assessments from external agencies and professionals. We may refer the pupil to the appropriate outreach service.

Parents/carers, families and young people are fully involved in this process from the earliest opportunity and parental concerns about progress and attainment are always communicated to the Senior Leadership Team. Parental consent must be sought prior to referral to an outside agency.

### **Managing Pupils on the SEND Register**

All pupils with SEND are recorded on a register which is shared with teachers to ensure everyone is informed. Children with SEND needs will be recorded in a single category 'SEND Support'. Those children with an Education Health Care Plan are highlighted. This is a live document and is updated when necessary.

**Pupil Centred Planning – One Page Profiles - 'This is me'**

Children on the SEND register will have their own one-page profile. This provides a more person centred approach. These will reflect the aspirations, likes and difficulties of the children in our care and will highlight learning strategies identified to support them. The profiles are written with the input of the child, their class teacher and the SENDCo. These will be live documents and will be updated as necessary. Individual literacy and numeracy targets will not necessarily be included in the profile as the children all have their own targets alongside their peers in the classroom. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan and reporting on this progress to parent/carer each term during a consultation and to the Senior Leadership Team in the pupil progress meeting.

**The Use of Effective Interventions**

The SENDCo works alongside the Senior Leadership Team to map additional provision across the school and deploy additional staff to deliver small group and specialist 1:1 interventions which are time-monitored and have explicit targets. These are recorded on the school provision map which is a live document.

As part of the 'Graduated Approach', it may become evident that pupils require additional specialist support programmes in addition to high quality teaching in the classroom. For example some pupils require a multisensory, cumulative teaching programme with opportunities for overlearning. In school, individual interventions will be implemented with the expectation that children make accelerated progress as a result of the additional support. On entry, assessment will take place and clear exit criteria will be drawn up to measure the success of the intervention.

In addition to standard interventions/programmes of support, specialist approaches and individual support may be drawn up by the SENDCo in consultation with the class teacher, for example 'Precision Teaching' of specific skills.

Additional funding may be requested to support pupils with SEND. Strict criteria are set out by the Local Authority and a system of high tariff need funding can be applied for each term. This is allocated on an audit basis when the needs of the pupils are considered by a panel based on the evidence submitted on behalf of the school by the SENDCo.

At this point, the SENDCo may take advice from external specialists and a referral may be appropriate to a specialist county based outreach or in-reach provision to support pupils with SEND. We draw upon the specialist knowledge of external agencies when planning our provision.

**Education, Health and Care Plan (EHCP)**

If a child does not make progress over a period of time, in spite of high quality, targeted support, it may be decided that an EHCP referral is appropriate; this process is always done in consultation with parent/carers. Parent/carers can, independently, request for an EHCP referral directly from the Local Authority.

The guidelines for an EHCP are set by the Local Authority and are very specific.

Generally, they are only considered if the child is Looked After and therefore is additionally vulnerable; the child has a lifelong disability which means they will always need support to learn effectively; or the child's achievements are so far below their peers that it is likely alternative provision will be required at some point.

Children, who are considered to be able to manage within mainstream provision, albeit with support, are less often assessed for an EHCP. Having a diagnosis (for example, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia), does not mean that a child needs or will qualify for an EHCP.

If the referral for an EHCP is successful, a member of the Local Authority will begin the assessment process. If a referral is refused at any point of the process, the parent/carer can appeal the decision.

EHCP's are a legal document and are reviewed annually by the school with the parents/carers and child. The recommendations made from the outcome of this review are sent to the Local Authority to consider and make any necessary adjustments to the EHCP.

### **Criteria for Exiting the SEND Register**

When children have completed an intervention, an exit assessment will take place and the effectiveness of the intervention considered. At this point, if the pupil has made accelerated progress and they are considered 'on track' against end of year expectations they may exit the SEND register and be monitored through pupil progress meetings. Parent/carers will be consulted through an exit discussion.

### **Supporting Pupils and Families**

This policy is published on our school website as part of our local offer to young people, parents, carers and the wider community.

Cambridgeshire's Local Offer is available from the website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

This is the One Stop Shop for Cambridgeshire children and young people with additional needs and disabilities. It includes information about activities and breaks available for Cambridgeshire children with SEND as well as information for parents about benefits, about how Cambridgeshire aims to support children through education, health and social care.

The SEND Information Report, also published on the school website, is a resource for parent/carers, setting out our arrangements for access to services and arrangements at Cheveley C of E Primary School in a user-friendly way.

The families of young people with SEND may also be supported through the Early Help Assessment (EHA) or Team around the Child (TAC) in school if it is considered that this will deliver positive outcomes for the pupil and their families. It may also be appropriate to request support from the school nurse or other medical professionals.

## **Admission Arrangements**

It is the aim of our school to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a child with Special Educational Needs through admission to our school.

## **Transition**

Additional transition support may be required to support our pupils with SEND. Some children may require support to move between lessons during the day and prepare for changes to their daily routine. Additional planning and transition work may be necessary at the end of the school year as a child moves between classes and works with different adults in school. Links with secondary schools are clearly established and the SENDCo discusses transfer of pupils with SEND with receiving school staff. Pupils with an Education, Health and Care Plan will have transition support at the earliest opportunity.

## **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school 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 pupils may also have Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

## **Accessibility**

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

## **Monitoring and Evaluation of SEND**

Scrutiny of our SEND policy and practice is monitored as part of our on-going school improvement cycle and the policy is reviewed annually. The views of all stakeholders, parent/carers, children and staff will be sought through pupil and parent/carers perceptions. This is an active process that will be regularly reviewed.

## **Training and Resources**

The governing body will oversee the effective use of financial resources available. The school's budget is made up of a basic allocation and high tariff need funding. SEND has an annual allocated budget to spend on resources and these are kept centrally and can be accessed by all teaching and support staff.

It is the role of the SENDCo to attend courses for school improvement and report back to staff during staff meetings.

Individual staff development needs can be addressed informally or through performance management targets and the SENDCo can provide support or suggest courses to attend. Newly qualified teachers and trainees are made aware of school SEND policy and have time with the SENDCo to discuss school procedures and their training needs. Teaching Assistants are entitled to staff development and can attend specific training programmes.

## **Roles and Responsibilities**

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy and coordinating provision for children with SEND.
- Advising teaching and non-teaching staff working day to day with pupils on the graduated approach to providing SEND support.
- Liaising with parent/carers of pupils with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- The SENDCo is a key point of contact with colleagues within the local authority and its support services.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned.
- The SENCo is the line manager for all learning support assistants who work with pupils who have additional needs. They will undertake their annual performance management review.
- Ensuring evidence based interventions are used to support pupils with SEND and that these are carefully planned and their impact monitored.
- Oversee the records on all pupils with SEND. (For confidentiality reasons, individual files are kept in the SEND cupboard in Sycamore)
- Maintain an up to date SEND register.
- Ensure that the Local Offer published on our school web site remains current.
- Complete the high tariff need funding termly and co-ordinate the gathering of evidence across the school.
- Make school referrals for Education, Health Care plans when appropriate.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Geraldine Cinatar is the governor with responsibility for SEND. She reports each term to governors about all issues relating to SEN and their responsibilities.
- The school has a statutory responsibility to provide an SEND information report each year and this is published on our school website.

## **Storing and Managing Information**

All files relating to the SEND of individuals are kept in a secure filing cabinet in the SEND cupboard. Day to day summative assessment information is kept by the class teacher. All information is passed onto next providers when children move provision.

## **Complaints Procedure**

Day to day concerns should be addressed to the class teacher. Should the issue still remain unresolved, you can make an appointment with the Head Teacher who will be happy

to investigate your complaint and report back to you. The SEND governor is also a point of contact after you have spoken to the class teacher and Head Teacher. If appropriate, advice will be sought from the Local Authority's Special Needs Team.

### **Bullying**

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. Where appropriate children may be referred to the medical profession.

### **Cambridge's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cambridge's Local Offer is available from the website <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

### **Equal Opportunities**

The school is committed to provide equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **Monitoring and Review**

This policy will be reviewed in line with the school's policy review cycle.

#### Linked Documents

- Accessibility Plan
- Supporting Children with Medical Conditions Policy
- School SEND Information Report
- Cambridgeshire County Council's Local Offer
- SEND Code of Practice (January 2015)