

Cannon Park Primary School

Encouraging Excellence



SEN Policy and Information Report

<u>Review Programme:</u>	
Policy Review Date	September 2024
Date of Next Review	September 2025
Reviewed by	Mr Steve Kelley SENCO and Mrs Nicola Poole – SEND Link Governor Mrs Edna Henderson – SEND Link Governor
Head Teacher	Mr Tom Ray
Chair of Governors	Mr John Teago

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Organise all our activities to ensure that all children are included in the life of the school
- Ensure we work closely with parents, sharing information on children's progress and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- Facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice
- Respond to particular pupils flexibly according to the nature of their difficulties
- Support pupils' learning without making them feel different or inferior to their peers
- Enable each pupil to become an independent and confident student.
- Take into account the views of individual children when prioritising their needs
- Incorporate the school values of Teamwork, Respect, Integrity, Enjoyment and Discipline (TRIED)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr. S. Kelley

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN Governor is Mrs. N. Poole and she will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher is Mr. T. Ray and he will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions, subsequent discussions and copies of reports from external professionals will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will be included on our SEN register. If a pupil is receiving support at the SEN support level or has an Education, Health and Care Plan (EHCP), there progress will be assessed and discussed with parents termly.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least every term).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be **adapted** for individual pupils.

In addition, small group or 1:1 interventions are used to support children's learning further.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our team of teaching assistants provide in class support as directed by the class teacher.

The pastoral care of all children at Cannon Park is the responsibility of every member of staff at the school. In addition, we have a Learning Mentor with specific responsibility for looking after vulnerable children and families.

We work with the following agencies to provide support for pupils with SEN:

Cognition & Learning

- Social, Emotional, Mental Health & Learning Support Service (SEMH&L)
- Educational Psychology Service (EPS)

Communication & Interaction

- Speech & Language Therapy (SLT)
- Complex Communication Team (CTT)
- SEMH&L

Social, Mental & Emotional

- Advice from EPS
- Advice from SEMH&L
- Child and Adolescent Mental Health Service (CAMHS)

Sensory & Physical

- Physiotherapy service
- Sensory Support Service

5.9 Expertise and training of staff

Our SENCO has **over** ten years' experience in this role and has worked as Year 2, 3, 4 and 6 class teacher as well.

He is allocated an afternoon a week to manage SEN provision.

We have a team of teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In recent years, staff have been trained in Autism, Dyslexia, Growth Mindset, **Precision Teaching** and Team Teach.

We have our own 'in-house' private Speech & Language Therapist.

5.10 Securing equipment and facilities

The school will liaise with relevant health specialists and will endeavor to provide any recommended equipment, auxiliary aid or service.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of the intervention or termly
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip **in Year 6**.

All pupils are encouraged to take part in sports day, school plays and school trips.

Our site is all on one level making it accessible for wheel chair users, and all doors, which the children are allowed to use, are wide enough for wheelchairs. Each class has a withdrawal area at the side of the classroom for any intervention work to be completed in.

We follow Coventry Local Authority's arrangements for the admission of disabled pupils.

Our accessibility plan can be found on our school website. The accessibility plan covers:

- How we plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- How we plan to improve the availability of accessible information to disabled pupils.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take part in the wider life of the school (E.g. being on the school council, going on school trips and taking part in extra-curricular clubs).
- We have a learning mentor who runs a lunchtime 'Chat Club' to support vulnerable children.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The following external services support pupils with SEND:

Cognition & Learning

Social, Emotional, Mental Health & Learning Support Service (SEMH&L)

Educational Psychology Service (EPS)

Communication & Interaction

Speech & Language Therapy (SLT)

Complex Communication Team (CTT)

SEMH&L

Social, Mental & Emotional

Advice from EPS

Advice from SEMH&L

Child and Adolescent Mental Health Service (CAMHS)

Sensory & Physical

Physiotherapy service

Occupational Therapy service

Advice / input from Sensory Support Service

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- **Suspensions**
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS (SEND Information, Advice & Support Service)

Open Mon - Thurs 9.00am - 5.00pm. Fri - 9.00am - 4.30 pm

Limbrick Wood Centre, Thomas Nauls Croft, Tile Hill, Coventry, CV4 9QX

E-mail: IASS@coventry.gov.uk

Tel: 024 7669 4307

Fax: 024 7669 5627

5.17 Contact details for raising concerns

In the first instance, complaints should be taken up with the school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Head Teacher, who may:

Arrange a joint meeting with complainant

Undertake further investigations

Seek the involvement of external agencies, such as the SENDIASS

Take action to address the complaint

Decide that the complaint does not warrant any action, and advise complainants of further action they can take

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.coventry.gov.uk/sendlocaloffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr. S. Kelley (SENCO) and Mr. T. Ray (Head Teacher) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions