



# **Cookham Rise Primary School**

## **Special Educational Needs and**

### **Disability (SEND) Policy**

## Important contacts

Role	Name	Contact details
SENDCO	Sara O'Mahony	01628 520961 saraomahony@cookhamrise.org
SEND Governor	Gaynor Sprules	<a href="mailto:gaynorsprules@cookhamrise.org">gaynorsprules@cookhamrise.org</a>
Designated safeguarding lead (DSL)	Helen Daniels	01628 520961 Helendaniels@cookhamrise.org
Deputy DSL	Sara O'Mahony	01628 520961 saraomahony@cookhamrise.org
Pupil premium lead	Helen Daniels	01628 520961 Helendaniels@cookhamrise.org
Designated teacher for looked after children	Sara O'Mahony	01628 520961 saraomahony@cookhamrise.org
Attendance lead	Helen Daniels	01628 520961 Helendaniels@cookhamrise.org
Emotional Literacy Support assistant (ELSA)	Caroline Warrington	office@cookhamrise.org

## Introduction

Cookham Rise Primary School values diversity in its community and is committed to providing high quality education in a caring and stimulating environment. Through equal opportunities the school will strive to provide inclusive teaching and learning opportunities for everyone equally, regardless of ethnic background, faith, gender, age, sexual orientation, Special Educational Needs or disability. We recognize that many children will have SEN and believe that all children can be helped to overcome their difficulties. We do this by implementing Quality First and Adaptive teaching strategies which are part of our ordinarily available provision across the broad and balanced curriculum, with appropriate interventions where required.

Our Special Needs Policy written to comply with the 2014 Children and Families Act and the 2014 SEND Code of Practice together with the Equality Act 2010.

## Defining SEN

A child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is: -

- A significant greater difficulty with learning than the majority of others the same age

Or

- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

The code of practice then goes on to describe four main categories of need: -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

## **Aims**

Our aim at Cookham Rise Primary School is for every child to flourish. We strive to create the right conditions for this to happen for our staff, family and community so that children at this school become well rounded and ready for the next phase of their education.

## **Objectives**

- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND
- Record, monitor and evaluate the progress and provision for each child with a SEND need
- To work in partnership with parents
- To provide training, support and advice for all staff to support quality teaching and learning for all pupils
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

## **IDENTIFICATION of Special Educational Needs and Disabilities**

Children are identified in several ways, specific checkpoints include: -

- Baseline assessments
- Termly pupil progress meetings
- Teacher assessments in reading, writing and maths
- Formal assessments at KS1 and KS2
- Ongoing daily performance in class
- Specific diagnostic tests for those children who cause concern as a result of teacher observation and/or parental concern

## **A graduated approach to SEND Support**

Teachers will deliver high quality teaching, which is scaffolded for some individual children. Teachers are responsible and accountable for each child in their class and provide appropriate challenges to all children according to any specific need. Teachers liaise with the SENDCo to discuss individual children and work closely with teaching assistants and visiting specialist support staff.

Children with special educational needs will be identified at the earliest possible opportunity and will be entered at the appropriate level on the school's SEN Register. When a child is identified as having SEND, a graduated approach is taken through the 'Assess, Plan, Do, Review cycle.

**Assess** – The teachers and SENDCo identify the child's needs using assessments and knowledge of the pupil; their progress, attainment and behavior; their progress compared to their peers and to national data and the views of the parents and child. When appropriate, outside

agency assessments are also used.

**Plan** – Parents are informed when any SEND support is given and are made aware of interventions or support provided. Interventions are recorded on the child’s individual education plan on Edukey and a copy is shared with parents.

**Do** – The interventions are usually led by teaching assistants during the school day. This support may take place in the classroom, or a child may specifically receive support away from the cohort. Sometimes, an outside agency may deliver some of the support. The class teacher is responsible for overseeing the interventions.

**Review** – Individual education plans are reviewed at least three times a year and in some cases more regularly. Reviews should consult all those involved in supporting the child and identify the next targets.

It is the school’s practice to regularly and carefully monitor and evaluate the quality of provision we offer all children, to promote an active process of continual review and improvement of provision for all children.

Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not necessarily mean that a child needs support through the graduated approach. Their needs can often be fully met through the provision of inclusive quality first teaching strategies and ordinarily available provision. Provision is provided on the basis of need not on diagnosis.

### **Moving to an EHCP (Education, Health and care plan)**

If children continue to make limited progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an Education, Health and Care plan through the local authority.

### **Roles and responsibilities**

#### **The Special Educational Needs Disabilities Co-ordinator**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs S O’Mahony who has achieved the ‘National Award for Special Educational Needs Coordination.’

The SENDCo will: -

- Oversee the day-to-day operation of the school’s SEN policy
- Liaise with and advise colleagues
- Manage learning support assistants where necessary
- Co-ordinate provision for children with special educational needs
- Maintain the school’s SEN Register and oversee the records of children with special educational needs
- Liaise with parents
- Contribute to the in-service training of staff
- Liaise with external agencies

#### **The teaching staff**

Each class teacher is responsible for: -

- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions
- Consult with the SENDCO when reviewing pupils' progress and development
- Maintain up to date records for pupils with SEN including learning plans, behaviour plans and details of provisions
- Working closely with parents to support their children
- Implementing the SEND policy

### **How we work to support the family and children, including with other agencies**

The school works closely with the appropriate outside agencies for support and advice and to meet the children's individual needs. This includes: -

- The Emotional Literacy Support Assistant (ELSA) works closely with class teachers and identified children
- The Educational Psychologist meets with parents, provides information and offers advice to parents and school
- The SHINE team supports and advises schools and families who have children diagnosed with ASD
- The NHS Speech and Language team assess and support relevant children
- The Behavior support team from the local authority support some children
- The Cognition and Learning team from the local authority supports some children
- Social care work closely with some families
- Number 22 Counselling services offer support, particularly with transition

### **How we ensure SEND children can access tests and other assessments**

Reasonable adjustments are made for SEND children during assessments; these are: -

- Maths tests are read to children to ensure literacy is not a barrier
- Children who are anxious take tests after a careful process of familiarization
- An adult can sit beside them to reassure and support their focus
- Regular breaks can be provided during assessments
- Children who have been identified by the educational psychologist may receive extra time for tests. The SENDCo, Head teacher and class teacher, identify access arrangements for children
- Applications for extra time will be made whenever this is considered beneficial for the child

### **Supporting children through transition**

#### **Transition into Reception class**

The reception teacher and where needed, SENDCo visit all settings that the children are transitioning from to gather information about the children. Additional visits by staff will be made when needed and appropriate staff will attend any annual reviews. Children also visit our setting prior to starting in September. Children make a gradual start in September, beginning with half days and building to full days quickly. A meeting is also held for parents in the term before they commence. A further two meetings are held for parents in the autumn term. School staff are readily available in the school

playground to chat with parents and provide a warm and welcoming environment.

### **Transition into all other year groups from one year to another**

Detailed class notes are shared by each teacher. Teachers make visits to their new class in the summer term and children also visit their new classroom. Details of reports and learning plans are made available to teachers via Edukey to support the seamless transfer of information. A meeting is held with parents annually in September to share information about routines and for parents to raise questions.

### **Transition to Key stage 3**

Key secondary staff visit the school and talk to the children as well as talking in detail to the class teachers and the SENDCo. All children follow a transition programme in their classes during the summer term. Children also make visits to their new setting. Some children may benefit from extra visits to their new setting.

### **Supporting children at school with medical conditions**

Cookham Rise recognizes 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.

### **Staff development and training**

All staff undertake training and development. Training is identified and planned for by the SENDCo and Head teacher in consultation with school staff. This will consider the identified needs of each cohort.

The SENDCo regularly attends the local authority SENDCo network meetings to keep up to date with local and national updates in SEND and disseminate to staff.

### **Storing and managing information**

We use Itrack and Edukey online systems to monitor the progress and development of pupils. Individual learning plans and provision maps are stored here. Information is always shared securely with other agencies and confidentiality always maintained.

### **Partnership with parents/carers**

Cookham Rise believes that the education and well-being of a child is at its best when parents/carers work in partnership with school. Parents will be encouraged to share their views and make a positive contribution for the benefit of their child. Parents will be kept informed at all stages.

### **Involving the child**

The views, wishes and feelings of the child or young person will be valued, and targets will always be shared with the child.

## **Reviewing the policy**

Reviewed November 25  
Next review November 27

## **Legislation and guidance**

This policy is based on the statutory 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 Plans (EHCP), SEN Coordinators (SENCOs) and the SEN Information report