



Name of Policy	Assessment of and Provision for Pupils with Special Educational Needs/Disability
Date last reviewed	September 2024
Date to be reviewed	September 2025
Governor Committee	FGB
Key Member of staff	Headteacher / special education needs coordinator
Statutory	Yes

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

**Cambridgeshire County Council
Local Authority**



**Policy on Assessment of and Provision for Pupils with
Special Educational Needs/Disability**

At Duxford Church of England Community Primary School our chief aim is to provide high quality teaching to enable all of our children to perform to the very best of their abilities. We promote a happy school atmosphere with an emphasis on self-respect and respect for others. Those of our children who have special educational needs and or disability (SEND) will be given individual consideration and appropriate provision working in partnership with others as necessary. All pupils whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special needs will be encouraged to become independent and take responsibility within the school.

What are special educational needs?

Many children at some time during their school career will have special educational needs of some kind; the data released in June 2024 shows national percentages are 13.6% of pupils with SEN support and 4.8% of pupils with an EHC plan. Having special educational needs means that the child is having learning difficulties and needs special help. These difficulties may be with specific elements of their school work, such as reading, writing, speaking or mathematics. Some children may experience more general difficulties. In some cases the learning difficulties may be caused by:

- a physical disability
- a problem with sight, hearing or speech
- a mental health disability
- a medical problem.

The needs of the majority of children can be met within ordinary mainstream schools with a varying amount of individually-planned teaching or by the use of special equipment. In some cases the child will have special educational needs only in the short term.

Roles and Responsibilities

Provision for pupil with special educational needs or disability (SEND) is a matter for the school as a whole. The governing body, the Headteachers, the Inclusion co-ordinator (InCo) and all other members of staff have important responsibilities.

- All teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- The Inclusion co-ordinator, works closely with her fellow teachers/teaching assistants, has responsibility for the day-to-day operation of the SEND policy and co-ordinates provision for pupils with SEND. She will also liaise and work in partnership with external agencies.
- The Headteachers have responsibility for the management of provision for children with SEND.
- The governing body, in co-operation with the Headteachers, determine the school's policy for children with SEND, establish the appropriate staffing and funding arrangements, and maintain a general overview of the school's work in this area.
- Non-teaching staff are advised and consulted where appropriate regarding individual children's SEND.
- The Local authority Specialist Teaching Team advises the Inclusion Co-ordinator and class teachers, and will meet with parents.
- The Teaching Assistants work with individual children under the direction of the Senior Leadership Team, class teachers and Inclusion Co-ordinator.
- The parents of children with SEND work in partnership with the school. They have the opportunity to contribute to the assessment and review procedures. They may support their child's programme of work by helping with home activities. The school values the involvement of parents in their children's education.
- The view of children with SEND will be considered when planning provision.

How children with SEND are identified

The class teacher will usually be the first person to observe that a child is having learning difficulties to the extent where they require special provision. All teachers at Duxford, consider the wide range of abilities, aptitudes and interests amongst the children in their classes when planning and teaching. A child who finds it difficult to progress even within this differentiated framework will be identified as requiring special attention.

In some cases, parents may express concern over their child's progress or behaviour which may result in the identification of SEN.

Where a child has a physical, sensory or mental disability, emotional or medical problem, the school may be alerted to the child's likely SEND by an outside agency, for example the health or social services.

The early identification of a child's SEND is extremely important to ensure that they receive special help as quickly as possible.

The Graduated Approach in the Primary Phase

The school adopts the graduated response as recommended by the SEND Code of Practice, (2014) and Cambridge Local Authority of Assess, Plan, Do, Review.

Adequate progress can be defined in a number of ways:

- Closing the attainment gap between the child and his/her peers
- Preventing the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

The Graduated Approach in the Primary Phase

- If a child is identified with SEND then the class teacher will devise 'an assess plan do review' cycle The InCo will be involved and they will discuss and review actions with colleagues.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering the curriculum.
- Interventions may be implemented which are additional to or different from those provided as part of the school's usual differentiated curriculum.
- Parents/children will be involved in discussions.
- Class teachers and/or Inclusion Co-ordinator may be provided with advice or support from outside specialists

It may be decided that a child has made such good progress they no longer need special help; in this case the Inclusion Co-ordinator will discuss this with all involved and work with parents to come to a decision.

Education and Health Care Plans

If the school concludes that the child's needs are so substantial that they cannot be met within the school's resources, then the Headteachers/Inclusion Co-ordinator will make a request for **an Education Health Care Plan**. The parents of the child will be consulted before the request to the LA is made. An EHC Plan is a very detailed examination to determine exactly what a child's special education needs are and what special help he or she should receive. It is the Inclusion Co-ordinator's responsibility to provide information regarding the child's needs and evidence of the action taken by the school to meet those needs. The LA considers the need for Statutory Assessment and, if appropriate, makes a multidisciplinary assessment. The LA will explain to parents the precise timing of each of the various stages of the assessments within the overall twenty-week time limit. The child will usually continue with the programme of work they have already been following during this period.

Education Health Care Plans

An Education Health Care Plan is a document setting out:

- the child's learning difficulties
- the special help he or she should receive
- the long-term outcomes to be achieved by the special help
- the arrangements for short term targets and progress reviews
- the name of the school the child will attend (which could be the child's present school, another mainstream school or a special school).

If the LA decides that an Education Health Care Plan is not necessary because it considers the child's needs can be met within the school's range of provision then parents will be notified of this decision and have the right to appeal the decision.

Pupil Participation

All pupils should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. The children will be encouraged to take a role in setting, monitoring and reviewing targets for learning.

Working in Partnership with Parents

Partnerships with parents play a key role in promoting a culture of co-operation between parents, schools, LA's and others. This is important in enabling children and young people with SEND to achieve their potential.

The LA provide a SEND Information, advice and support service (SENDIASS). This organisation provides advice and information about matters relating to special educational needs. Further details are available on Cambridgeshire's web site or following the link in the school Information report.

School will also communicate regularly with parents and will ask for parent permission before referring to others for support.

Funding

The Governors, through the Finance Committee, will allocate funds to meet the needs of pupils with SEND. At the meeting of the governing body which approves the budget, the Finance Committee will draw the attention of governors to the amounts delegated to the school by the LA and to the amounts allocated for SEND in the proposed school budget. The school must fund the first £6,000 of any Education Health Care Plan.

The Headteachers will manage the funds allocated by the governors to meet the differing needs of pupils with SEND.

Evaluation of Success

At the regular meetings of the governing body the Headteachers' report will include an update on SEND provision. The governing body will follow their legal duties in relation to SEND and disability under the Children and Families Act 2014 to ensure SEND provision.

Complaints Procedure

If a parent has a complaint about the special educational provision for their child they should contact their child's class teacher, the Inclusion Co-ordinator, the Headteachers, or any member of the governing body. All complaints will be referred to the Headteachers who will then investigate and contact the parent within ten school days. If the matter is not satisfactorily resolved the Headteachers will refer it to the governing body who will consider the complaint at their next meeting and contact the parent within five days from the date of that meeting.

Any general concerns about SEND provision should be addressed to the Headteachers or any governor.

Admissions

The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education Health Care Plan, the Headteachers/ Inclusion Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the ground that she or he has SEND.

Facilities

The school is built on one level with wheelchair access and disabled toilets.

Links with Playgroups and Secondary Schools

The reception class teacher liaises closely with the local playgroups as well as other pre-school settings. Any pre-school child who has been identified as having SEND will be brought to the attention of the Inclusion Co-ordinator so that appropriate provision can be planned.

The SEND Co-ordinator/pastoral teacher from the secondary schools will contact the school during the spring/summer term to discuss the needs of all children in Year 6 who have a SEND record.

July 2024

Appendix 1

SUPPORT SERVICES

The school liaises with the following agencies as appropriate to the individual child's needs.

- Child Development Centre
- Child Protection Service
- Younited
- Community Child Health Service-Speech and Language; Occupational Health/Physiotherapy services, Community Paediatrician
- Early Help Team
- Local Authority Specialist Support Teaching Team and Educational Psychology Service
- Hearing Impairment Service
- Visual Impairment Service
- Social Services
- Play therapy
- John Huntingdon Trust

- NTAS
- Oak Activities
- Ollie and his Superpowers
- Dog Therapy

