



SEND Policy

Costock CE Primary School

Where every child is a star! ★

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

Approved by: C&P **Date:** Autumn 2024

Last reviewed on: Autumn 2023

Next review due by: Autumn 2025

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SENDD Local Offer website:

www.nottinghamshire.SENDdlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SENDD Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SENDD Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

‘Where every child is a star’

At Costock Primary school we are proud to provide a nurturing, motivating and inclusive learning environment, one in which everyone in our community is made to feel welcome, valued and respected.

Costock Primary School encourages children to be actively involved in their own learning, integrating what they are taught with their own experiences through our creative curriculum. Providing opportunities for everyone to achieve and succeed.

Inclusion is about the education of all children, not just those who have special educational needs. It ~~involved~~ **involves celebrating the achievements, gifts and cultural diversity** of all individuals equally, reducing the barriers to learning and participation.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- **Staff seek to identify the needs of pupils with SENDD as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child’s progress.
- **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means encouraging relationships with adults in school so pupils feel safe to voice their opinions and this will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council, whole school production and sports teams.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Jane Mellor, Headteacher
- The person co-ordinating the day to day provision of education for pupils with SEND-is Mrs Bethanne Meese (SENDCO)

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Costock SEND Policy;
- A copy of the full SEND Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEND provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer (www.nottinghamshire.SENDdlocaloffer.org.uk)

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Please refer to information contained in our school prospectus / guide to school for new parents.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. When appropriate, children with identified needs will be supported through school transitions through liaison meetings with parents, support agencies and key staff from both settings.

5. Specialist SEND provision

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from specialist SEND services when appropriate.

6. Facilities for pupils with SEND

Our school complies with relevant accessibility requirements; please see the accessibility plan for further details.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (High level needs, HLN) is retained by the local authority. The Family SENDCO and SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the SEND Coordinator, Leadership Team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The child will have a SEND pupil profile, containing an overview of the pupil's needs, progress information, targets and provision. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external

support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review. If a Nottinghamshire EHCP is being considered, the EHCP checklist will be jointly completed by the SENDCO and parents to check for eligibility and the graduated response.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers

- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by ICDS (Integrated Children’s Disability Services) EHC Team about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDdlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

or via the Integrated Children’s Disability Service (ICDS)

<https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service>

or by contacting the Ask us service. (Previously parent partnership)

<https://askusnotts.org.uk/>

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that an EHCP is appropriate. The school and the child’s parents will be involved developing and producing the plan via the EHCP hub.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child’s parents for other flexible arrangements to be made.

We also:

- Keep staff fully informed of the educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space

- Use in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensure that any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Jane Mellor with the SEND Co Teacher to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Rushcliffe Primary Behaviour Partnership.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of annual parent and pupil questionnaires, discussions and termly pupil progress meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a school provision map which is updated termly by the Head Teacher and SENDCO, reflecting discussion with class teachers and support staff. Interventions used to support pupils are monitored, reviewed and evaluated so that we can identify whether provision is effective. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO, who will then inform the child's parents.

15. Working in partnerships with parents

Costock C of E Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, Charlotte Harris, can also be contacted in relation to SEND matters.

16. Links with other schools

The school works closely in partnership with schools in our family. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Costock C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Rushcliffe Primary SEMH partnership
- Children's Social Care (safeguarding leader also liaises)
- Speech and Language Therapy Service (SALT) (Class teacher also liaises)
- Primary Social Emotional Development Team (PSED)
- Child and Adolescent Mental Health Services (CAMHS)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed Jane Mellor **(Headteacher/SENDCO)**

Date 01/09/2024

Signed Charlotte Harris **(SEND Governor)**

Date 01/09/2024

This policy will be reviewed annually.