

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



**Cockton Hill Junior School**  
**SEND Policy 2020-2021**

**The SEND policy is a document that supports pupils with SEND who attend Cockton Hill Junior School under the Special Educational Needs and Disability (SEND) Code of Practice (CoP) 2014 and pupils with Education, Health and Care Plans issued under the previous SEN Codes of Practice (2001).**

**A definition of Special Educational Needs and Disability (SEND)**

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. 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 him or her (pg. 4 SEND CoP 2014).

A child has a learning difficulty or disability if he or she:

- Has a significant greater difficulty in learning than the majority of others of the same age or;
- Has a disability which prevents or hinders him or her from making use of a kind generally provided for others of the same age in mainstream schools.

These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils. Although there are acknowledged links – in some instances – with pupils who have English as Additional Language (EAL) needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The SEND code of practice 2014 states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education (6.1 pg. 81 SEND CoP 2014)

Teacher's standards stipulate that all teachers must ensure that they meet the needs of all pupils including those with SEND needs. It is important to note that school staff have a responsibility to meet the needs of each individual in their class to the best of their ability with or without a formal assessment.

The Special Educational Needs (SEND) Code of Practice, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard.

The Code sets out four areas of SEN:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical Needs

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The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This policy statement is set within the context of the new Special Educational Needs Code of Practice (2014) along with related government circulars and legislation and the Durham Local Authority policy statement. It also works in line with the values of the Confident Schools Confident Parents ethos which is a Durham Local Authority initiative led by the Lamb enquiry (2009).

**The aim of this Special Educational Needs and Disability Policy is to ensure that:**

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through training and development.
- We work in partnership with parents, carers and children.
- We maintain close links with outside support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their junior school career.
- There is adequate resourcing to meet the needs of SEND children.

**Roles and Responsibilities:**

Cockton Hill Junior School recognises that provision for children with SEND is a matter for the school as a whole. All staff have a responsibility for identifying students with SEND needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The following are the main contacts for SEND at Cockton Hill Junior School:

Mrs E Stevens is the Head Teacher.

Mrs Kelly Rutherford is our designated SEND Governor.

Mrs J Cooper is the designated Special Educational Needs and Disabilities Coordinator (SENDCo).

Roles and Responsibilities with regard to SEND are designated in the following way:

**Head Teacher:**

- Allocate roles and responsibilities to staff so that SEND needs are met.
- To liaise with staff, SENDCo, support services, parents, carers and pupils.
- To report to governors on the needs of the SEND children.
- To delegate the organisation of review meetings to the SENDCo.
- To ensure that the needs of SEND children are met within the school.

**SENDCo:**

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND children together with the Head Teacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEND.

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- To organise annual reviews.
- To ensure support plans are written for pupils with SEND.
- To ensure targets set on EHC Plan are set out in a provision map.
- To write costed provision maps.
- To ensure that the impact of SEND interventions is assessed for each pupil.
- To meet regularly with the Head teacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEND register is updated termly.
- To lead the annual review of the SEND Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents, carers and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head Teacher.
- To work in conjunction with class teachers.
- To manage SEND support delivered by Teaching Assistants.
- To lead CPD on SEND in school as appropriate.
- To keep their own skills updated by reading, researching & attending CPD on SEND and appropriate related external courses.
- To ensure that parental information is available.
- To signpost parents and carers to outside support and guidance.
- To lead the transition between the old SEN CoP 2001 and the new SEND CoP 2014.
- To support parent, carers and pupils who move from statements to Education Health and Care Plans.

**Class Teachers:**

- To identify the SEND of individual children in their class through classroom observation and assessment tracking.
- To know which pupils in their class are on the SEND register.
- To maintain SEND information for their class reflecting this information for each individual child and copies of all relevant support plans.
- To write, with the support of the SENDCo individual support plans for pupils with SEND and write provision maps for pupils with a statement or EHC Plan.
- To ensure that these support plans are reviewed with the parents and carers (and child if appropriate) at parent consultation meetings.
- To provide a detailed record of the support plan outcomes and the strategies adopted and their relative success for each child with SEND.
- To ensure teaching assistants are supporting pupils in their class, as directed.
- To ensure that the Head Teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate CPD and courses.

**Teaching Assistants: Under the guidance of the class teacher to:**

- Carry out activities and learning programmes planned by the class teacher and the SENDCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend CPD and courses where appropriate.
- To be fully aware of the school's SEND policy.

**Governors:**

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.

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- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head Teacher, SENDCo and staff.
- To report annually to parents and carers on the implementation of the SEND policy and any changes during the school last year.

### **Parents:**

The schools SEND Information Report (SIR) contains details of how we support SEND needs and the arrangements made for these children in our school. A named governor takes an interest in special needs and is always willing to talk to parents and carers.

At all stages of the special needs process, the school keeps parents and carers informed and involved. We aim to take into account the wishes, feelings and knowledge of parents and carers at all stages. The school encourages parents and carers to make an active contribution to their child's education as best that they can.

At parents consultation evening's class teachers will discuss and review their child's progress and review outcomes. The SENDCo will also be available to talk with parents and carers both during consultation evenings and throughout the year. The school will inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND needs.

### **Local Offer**

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities aged 0-25. This is called the Local Offer.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision within school and within the local area.

The County Durham Local Offer can be found at [www.durham.gov.uk/localoffer](http://www.durham.gov.uk/localoffer)

The full range of local support available for children and young people with SEND and their families within and outside of school can be found in at

[www.durham.gov.uk/article/22107/Advice-and-support-providers](http://www.durham.gov.uk/article/22107/Advice-and-support-providers)

### **Identifying and assessing children with SEND needs**

Children and young people will have their SEND needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**. The teaching of most pupils can be met through quality first teaching in the classroom however for a small number of pupils additional differentiation or support may be needed to accelerate progress and/or meet pupil need.

At Cockton Hill Junior School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet the child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the progress and the impact that this has

As part of this approach, school staff, parents or carers will discuss initial concerns with the class teacher and the SENDCo. We aim to identify children with SEND as early as possible in their school career. The SENDCo may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the

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class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.

These concerns are recorded on a child's individual pupil chronology with actions identified to support the needs via quality first teaching. This is monitored over a short period of time via the class teacher and in discussion with the SENDCo. If it is felt that the child requires support **above** quality first teaching then together we will produce a SEND Support Plan that details the provision that we will make to meet a child's SEND needs and agreed outcomes.

The triggers for a support plan to be made could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving standard classroom differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the concerns continue after a period of monitoring a decision will be made, in conjunction with the SENDCo about whether the child needs to go on the SEND register. The SENDCo will then communicate with parents and carers about the child's needs. A support plan would be developed in conjunction with parents, carers, pupil and all staff involved so that areas of concern can be targeted and progress closely monitored. The child will then be placed on the SEND register.

This support plan may initially provide additional support within school, for example a dedicated reading scheme or support through a social skills group. However the needs of the child or the progress they are making may require the support from additional professionals who will provide home and school with further specialist support. The school's Educational Psychologist and any other assessing professionals, for example CAMHS, Learning Support Service, Behaviour Support Service could then become involved. They will be provided with up to date information about the pupil, including all previous interventions. Their advice will further support the school is making a tightly focused support plan for SEND children. With this level of additional support services, both those provided by the Local Authority and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on support plan outcomes and accompanying strategies.

The triggers for involving additional professionals could be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place previously have had little or no impact on learning or progress.

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A child's support plan will describe the areas of concerns and detail provisions that we will make to meet a child's SEND needs via agreed outcomes. Parents, carers and children will be fully involved in this process. We then use the assess, plan, do and review process at regular intervals across the year to ensure that the support plan outcomes meet the needs of the child. A small percentage of children and young people with significant learning difficulties may require a higher level of assessment and provision that could lead to an Education, Health and Care Plan.

### **Progression to Statutory Assessment**

If after advice from the Educational Psychologist and/or other professionals, the school and parents may consider that help is needed from outside the school's resources therefore the SENDCo completes the form requesting Statutory Assessment by the Local Authority. Papers are forwarded to an SEND Caseworker, who with a SEND panel, will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and a new support plan. If the Panel agrees to proceed with Statutory Assessment the SENDCo prepares further documentation about the child, in consideration with similar documents from other involved professionals, and an Education Health and Care Plan may be issued.

### **Education Health and Care Plan**

If a pupil's needs are deemed broad and complex and cannot be met through a school's general provision then an Education Health and Care Plan (EHC Plan) may be issued. The family will be allocated a SEND caseworker from the local authority who are responsible for coordinating the assessments for the child. Once all the documents are collated there will be a multi-agency meeting held where the plan will be discussed and very specific outcomes will be decided upon for the child.

These outcomes are measurable, achievable and tailored to the pupil with the long term aspirations for the child at the forefront of them.

If, after the multi-agency meeting, an EHC plan is not issued the local authority will provide a support plan for the child. All EHC plans are reviewed annually with parents, carers and children involved. Pupils with broad and complex needs previously held 'statements of special educational need'. These have now converted to EHC plans.

### **Assess, plan, do, and review**

All pupils with SEND will follow an 'assess, plan, do, review' cycle involving teachers, parents and carers. For those pupils with significant needs the SENDCo will lead this cycle. Once a need has been identified and a support plan put in place time is allocated for the child to meet outcomes set, this period of time will be individual to each child. Once this has been completed then a review will be carried out with further outcomes being set or the plan being withdrawn.

### **Support Plan Reviews**

All pupils on the SEND register have a support plan. For most pupils these will be reviewed annually. They are working documents for teaching staff to use and outcomes can be adapted when and where necessary. Reviews will take place with teaching staff and parents wherever possible. This should ideally be done at Parent Consultation meetings; if not a separate meeting time would be encouraged. If a pupil is making good progress the review can be used to consider removing a child from the SEND register.

Alternatively, if outcomes have not been met despite a high level of additional support the review may be the first part of the process to move the pupil to the next stage in the process where other professionals may be involved. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment. Evidence recorded by school staff within support plans will detail progress and assessment information towards each individual

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outcome including which outcomes have been met and the new outcomes that have been set.

### **Annual Reviews of Statements of Special Educational Needs and EHC plans**

If a child has a Statement of Special Educational Needs or an EHC plan they must be reviewed annually. The Annual Review will be chaired by the SENDCo.

Reports will be submitted by the Class Teacher and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement of Special Educational Needs or an EHC plan then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement or EHC plan. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review must be held at the earliest opportunity prior to the exclusion meeting.

### **External Agencies and Support Services**

The school works closely with other agencies to focus on the identification and provision for those children who have SEND needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to/involved with the school:

- Child psychology
- Curriculum support
- Sensory and physical impairment
- Emotional and behaviour support
- Education welfare service
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)

### **Transition Arrangements**

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible. Links with our feeder and transfer schools are very good due to our close liaison with these schools.

Staff from the school which pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that staff become aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of pupils. Staff from the Secondary Phase also spend time in our school with school Staff familiarising themselves with individual needs. Pupils also participates in the transition arrangements of our Secondary schools, which includes for some children additional activities with the transition school which the child will be transferring to the following academic year.

Prior to pupils from infant schools joining us we will liaise with the previous school to establish which of the pupils who are progressing to year 3 are on the infant SEND register. This information will be collated by the SENDCo in order to draw up the SEND register for the year 3 classes in the first instance. In addition to this we have a transition programme in place to further support those children with SEND needs.

In school transition between year groups and classes is also highly supported. The SENDCo ensures that new class teaching teams are aware of those children on the SEND register and are familiar with their individual support plans and needs. Staff will make contact with these children in order to build up relationships and to begin seeking additional support in order to meet their needs as staff working with them in the next academic year.

For pupils who transfer mid-year or out of the area the SENDCo will pursue relevant information and offer additional support where appropriate.

### **Data**

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All confidential SEND data and report writing is stored and maintained in line with the schools policy. Once a child transfers to another educational setting (KS3, specialist provision or change of schools) data will be transferred securely to the SENDCo at the next placement.

**Monitoring**

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

Ratified September 2020 and to be reviewed annually.

Signed: E.Stevens	Head Teacher	21.09.20
Signed: M.Cresswell	Governor	21.09.20
Signed: A.Kipling	Governor	21.09.20