

# Codicote C of E Primary School

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Headteacher: Mrs Liz Pollard

## Policy for Special Educational Needs and Inclusion

This policy was reviewed in September 2023, taking into account statutory information and local and national guidance.

### Introduction

Codicote C of E Primary school is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) and the Equality Act 2010.

Codicote C of E Primary has a named SENCo - Mrs Emma Gloyn, and a named Governor responsible for SEND - Mrs Sue Harry.

This document is a statement of the aims and provision made for SEND children and inclusion at Codicote C of E Primary School and is written as a working document. The SENCo has consulted with the SEND governor, Head Teacher, Senior Management Team and teaching staff as part of the process of updating this policy.

### Rationale

Codicote C of E Primary school is committed to providing an appropriate and high quality education for all children attending the school. We believe that all children, including those identified as having special educational needs or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life including extra-curricular activities and after school clubs.

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We are dedicated to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways, which take account of their varied life experiences and needs. We consider that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Children are equally valued in school and every child with the special educational need or disability has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life. For example: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out of hours learning activities; support for mental wellbeing; partnerships with parents/carers.

### Definition of Special Educational Needs

Codicote C of E Primary school adopts the definition of special educational needs as stated in the SEND code of Practice (DfES 2015).

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age, or
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

For children aged two or more, 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.

### Aims of our policy

- For every pupil to have an entitlement to develop their full potential through the provision of educational experiences which develop pupils' achievements and recognise their individuality.

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- To recognise each pupil's rights to a broad, balanced, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities.
- To provide quality education for children with specific needs, in order for them to overcome barriers to learning and to enable them to reach their full potential in all areas of the curriculum.

## Objectives

- To identify specific and special educational needs early in a child's schooling and make an assessment so that the necessary provision is made.
- To meet any needs professionally according to the law.
- To make efficient use of available resources.
- To ensure that provision made for children with special educational needs is coherent, progressive and related to classroom practice.
- To monitor and evaluate children's progress and plan for their needs accordingly.
- To develop each child's potential to the full, by providing a broad and balanced curriculum with access to the National Curriculum, at a level appropriate to the child's needs, ensuring that it is relevant and accessible to all pupils.
- To ensure that every child leaves school with the core skills needed for the next stage in their education.
- To work in partnership with parents through the sharing of relevant information, so that they are able to support their child appropriately.
- To liaise with relevant staff on a regular basis, both verbally and in written form.
- To promote positive attitudes amongst staff and children, building upon pupils' strengths and interests, so that each child feels equally valued within the school community.
- To fully involve pupils in planning to meet their specified objectives including: sharing information about their special educational needs, encouraging them to express opinions, and taking account of that opinion in any matters affecting them, and including them in their own assessment.
- To work productively with external agencies to access relevant advice and support.

The Special Educational Needs Co-ordinator (SENCo) is Mrs Emma Gloyn, supported by

## Roles and Responsibilities within the school

the Headteacher, Mrs Liz Pollard. All staff are responsible for the implementation of the inclusion policy throughout the school. The SENCo and Headteacher are responsible for monitoring inclusion. The SEN Governor is Mrs Sue Harry.

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## The role of the SENCo

The SENCo is responsible to the headteacher, for taking a leading role in school relating to pupils with SEND with the aim of raising the achievements of children with SEND. They work closely with the headteacher, senior leadership team and fellow teachers in the development of the SEND policy and provision helping to ensure that SEND provision is an integral part of the School Improvement Plan (SIP).

The SENCo is responsible for the day to day operation of the SEND policy and for co-ordinating provision for pupils with SEND particularly through SEN support:

- Maintaining the school's SEND register and overseeing the records of all pupils with SEND.
- Liaising with, and advising fellow teachers.
- Co-ordinating provision for children with special educational needs.
- Managing learning support assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with the parents of pupils with SEND.
- Liaising with the children that are on the school's SEND register.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

## School

Provision for pupils with special educational needs is a matter for the school as a whole. At Codicote C of E Primary school all staff are made aware of the procedures for identifying, assessing and making provision for children with SEND and are invited to make a positive contribution towards the development of the SEND policy.

## Parents

We acknowledge that parents are the first educators of their children and we encourage a culture of co-operation between parents/carers and our school.

## Pupils

We encourage pupils with Special Educational Needs to participate in their learning by discussing their progress with regard to specific targets eg. Learning, attitudes to learning and by being involved in setting their own targets each term, where appropriate.

Class teachers make regular assessments of progress for all pupils. Children are

### Identification

identified for further support where they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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- 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 children and their peers
- Widens the attainment gap

It can include progress in areas other than attainment - for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to their next stage of learning.

Children with SEN are identified as early as possible, so that their needs can be pinpointed and a programme of appropriate work can be devised. Initial assessments are made via classroom observations by the teacher. Further assessments take place through individual observation and assessment performed by the class teacher or SENCo and diagnostic testing as appropriate. This may include an evaluation of the child's work, scrutiny of data, discussion with staff, and discussion with the child and/or parents.

Where appropriate, agencies such as the Educational Psychologist may carry out assessments of individual children. Criteria have to be met to enable this to take place. Advice given informs the targets on the child's Pupil Passport.

Disabilities are identified by health professionals.

Schools cannot diagnose SEND conditions such as Autism or ADHD - these are medical conditions and assessments are carried out by paediatricians.

### **Broad Areas of Need**

The Special Educational Needs and Disability Code of Practice identifies four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning

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difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## SEN Provision

### **Access to the curriculum**

The school strongly believes in inclusion for all pupils. We offer provision to meet the diversity of all pupils' needs. In class support is available from teaching assistants, learning support assistants, and the nursery nurse. Resources including ipads, laptops and computers are available to support learning.

We enable all children to access the full curriculum through considering ways of overcoming barriers to learning. This may be through:

- The differentiation of tasks.
- The initial input for the task- for example, in giving instructions, giving simplified, or fewer instructions.

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- Support materials and prompts.
- The learning process within the task- for example, by providing specific apparatus.
- The ways in which children can respond and give evidence of their learning- for example by providing more opportunities for them to record their work. I.e. orally, using pictorial representation, recording via voice recognition software etc.
- Resources within the classroom.

When a child has been identified by their teacher as having special educational needs, the SENCo works with the class teacher to decide what action is appropriate. The school follows the Graduated Response, as detailed in the Code of Practice - assess, plan, do and review.

The first stage usually involved delivering a targeted programme in school. This is then reviewed, and it might be considered necessary to draw up a Pupil Passport. This details the identified needs, the short term targets, strategies to be used and resources needed, the provision to be put into place, comments by children, and the involvement of parents. All Pupil Passports are reviewed termly, or more frequently if necessary. The Pupil Passport is written and reviewed in collaboration with the SENCo, the class teacher, the parents, and the child - as appropriate.

If advice from external professionals such as the school's educational psychologist is needed, this is sought, and implemented through the Pupil Passport.

In a very small number of cases, the child's needs are so substantial that they cannot be met effectively by the school. In these instances, the school applies for an Education and Health Care Plan (EHCP), from the LEA. The EHCP can also have funding attached to it, if the child is deemed to need more resources than can be provided by the school. Further details may be found in the Code of Practice.

Children with special educational needs work alongside their peers in an ordinary classroom situation for the majority of the school curriculum, with appropriate modification as necessary. They work on the National Curriculum, at the level appropriate to their needs. This level is ascertained through teacher assessment across the curriculum, and from SATs results. Teaching assistants and learning support assistants work alongside the child as directed by the class teacher.

#### **Allocation of resources**

Children with SEN are supported using a range of different approaches, including through programmes delivered by teaching assistants under the guidance and supervision of the class teacher and SENCO. The school acquires resources appropriate to the child, as the need arises, funded from the SEN budget. A pool of resources are held by the SENCO. Individual arrangements are in operation for children with EHCPs and additional funding.

#### **Partnership with Parents**

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As soon as a child is receiving extra support in any area of the school curriculum, the parents are notified, and invited to discuss the needs of their child with the class teacher and/or SENCo. Parents are informed of the provision to be made for their child. Updated information is given as available/appropriate, and at each Parent Consultation evenings. If this changes, during the course of the year, parents are advised by letter, phonecall, email or in person.

Each term a copy of their child's Pupil Passport is given to them, and any comments are welcomed. Parents are asked to note any comments on their child's Pupil Passport, and return this to the SENCo. Should the child's needs change, parents are informed. Class teachers and the SENCo meet with parents as appropriate to the child's needs. The class teacher liaises regularly with parents on a day to day basis.

The school seeks to work actively in partnership with parents and pupils, and any information the school holds is shared with parents. Whenever the school seeks to involve outside agencies, parents are kept fully informed.

When a parent raises concerns about their child, and the child has not been identified as having special educational needs by the school staff, the SENCo and class teacher monitor and assess the child to establish any area for concern. Having decided what action is to be taken, if any, the SENCo reports any findings back to the parent.

### **Record keeping**

The school uses a pupil progress tracker from Nursery to Year 6. In addition to the records kept for all children, specific records are kept for children with special educational needs. These are held centrally by the SENCo. Pupil Passports are working documents kept on file in the classroom with a copy kept by the SENCo, and a copy sent to the parents. Targets are shared with children. The Pupil Passports are reviewed and updated termly, or sooner if the need arises. All relevant records are passed up with the child as s/he moves through the school, and are sent with the child as and when s/he changes schools.

On-going assessments and records are kept by the class teacher and passed on to the SENCo as appropriate. Records on behaviour are kept by the class teacher as appropriate, and inform the pupil profiles. All records are available to staff, parents and other professionals involved with the child's educational and social well being. Where outside advice is sought, parent's permission is obtained. Any documentation sent to the school is also sent to the child's parents, unless it is concerned with Child Protection issues.

### **Review procedures**

The reviews of Pupil Passports are conducted in consultation with the class teacher, child, SENCO, parent and any professionals concerned with the child. The reviews take place termly, and consider:

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- The effectiveness of the Pupil Passports i.e. progress towards meeting the targets/have targets been met?
- Targets for the new Pupil Passports
- Any assessments carried out
- Arrangements for support
- Parental involvement
- Other relevant information
- Views of the child
- Does the child continue to need a Pupil Passport?

When a child is removed from SEND support, parents are informed.

All reviews for children with EHCPs are conducted following Herts County Council guidelines, following the procedures identified in the Code of Practice.

### **Involving specialists**

Where a child continues to make less than expected progress, despite support and interventions matched to the pupil's area of need, the school considers requesting advice from specialists. External advice is always sought when a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite support delivered by appropriately trained staff. The child's parents are always be involved in any decision to involve specialists.

The school has developed effective working relationships with the services involved with children with special educational needs, and meets with them on a regular basis to share information, and to co-ordinate provision. The school liaises with private specialists at its discretion.

### **Health Professionals**

Schools don't diagnose conditions. Only doctors and other clinicians do. Where parents are concerned about their child's health, mental wellbeing and/or development they are signposted to their local GP, who can request the involvement of other services such as: paediatricians, psychiatrists, nurses and allied health professionals such as occupational therapists, speech and language therapists, physiotherapists and psychologists and CAMHS (child and adolescent mental health service).

Where possible and appropriate, staff implement programmes in school, designed by health professionals, to support learning. This might include speech and language sessions, mentoring and/or occupational therapy programmes.

### **Links with other mainstream and special schools, including arrangements when pupils leave or change schools**

The school meets with staff from other mainstream and special schools as the need arises. The Year 6 teacher and SENCo meets with representatives from each child's

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secondary school to discuss the needs of the child. All relevant SEN records are summarised and passed on at primary/secondary transfer, or when a child moves to a different primary school.

The school is able to access advice and support from Woolgrove Special School.

### **In-service training**

As part of the whole school planning for INSET opportunities for the staff of the school, the SENCO and INSET co-ordinators provide a range of INSET opportunities; relevant both to the needs of individuals, and those of the school as a whole. Where children join the school with medical and/or complex conditions, advice and support is always sought, and training attended as available, by teaching and support staff.

### **Arrangements for considering complaints about provision within the school**

Complaints will be considered as detailed in the School's Complaints Procedure document.

### **Criteria for evaluating the success of the inclusion policy**

When evaluating the effectiveness of this policy, we consider the following criteria:

- Pupil achievement
- Pupil progress
- Pupil self esteem
- Success of Pupil Passports
- Resources acquired
- Resources used
- Number of pupil exclusions
- Lesson plans showing evidence of differentiation
- Schemes of work reflecting special needs
- Extent of inclusion, and of curriculum breadth for all pupils.

The policy is reviewed regularly according to the timetable for review of policies. The next review will be September 2024.

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