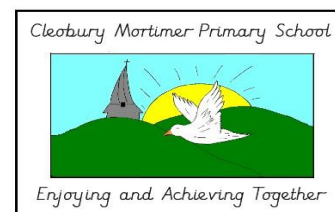


Cleobury Mortimer Primary School

Special Educational Needs (SEND) Policy



Overall Vision

'...Cleobury Mortimer Primary School is a safe, healthy, happy and secure learning community. We aim to create a stimulating and challenging high quality learning environment which promotes respect and tolerance so that all members of school community can achieve their full potential. We celebrate the uniqueness of all members of our community.'

Aims:

Cleobury Mortimer Primary School believes that all pupils have the right to be included in the life of the school. The teaching staff and Governing Body are committed to the inclusion of all pupils. We therefore:

- Value every individual and celebrate their achievements to raise pupil self-esteem and confidence;
- Identify and respond to individual needs;
- Strive to ensure that the necessary provision is in place;
- Provide curriculum access for all;
- Aim to reach high levels of achievement for all;
- aim to continue to be an inclusive school;
- Identify early and overcome potential barriers to learning;
- Provide transparent resourcing to SEND
- Set multiple learning challenges for every pupil to develop pupil independence. This policy forms part of Shropshire Councils Local Offer which can be found via the **Shropshire Local Offer** website: <https://www.shropshire.gov.uk/the-send-local-offer/>

What are Special Educational Needs (SEN)?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

These needs can be categorised into four key areas:

1. Communication and interaction
2. Cognition and learning

3. Social, emotional and mental health difficulties
 4. Sensory or physical needs
- A child or young person has a learning difficulty or disability if: they have a significantly greater difficulty in learning than the majority of others of the same age, OR if they have a disability which prevents or hinders them from making use of educational facilities generally provided for others.

Principles and objectives of the policy:

- Pupils with SEND are a shared staff responsibility and work is differentiated to meet their needs.
- Pupils are identified and assessed in line with the SEND Code of Practice.
- Pupils with SEND are fully included in the educational and social life of the school.
- All pupils with SEND are identified through co-operation and partnership with both parents and outside agencies.
- Parents/carers are involved as partners and co-producers of provision.
- Pupils with SEND are recorded on the schools Special Educational Needs Register (SEN register).
- Pupils with other issues which may affect their learning, attainment and achievement are also recorded on the SEN register.
- Communication with pupils and parent/carers take place termly to document agreed learning and progress targets. This all forms part of the regular attainment tracking of pupils.
- When developmentally appropriate, pupils with SEND will be actively involved in the development of their own learning (**Pupil Centred Planning**) and be actively encouraged to create **One Page Pupil Profiles** with parents and staff.
- All staff will take responsibility for the identification, teaching and inclusion of pupils with SEND as an integral part of raising standards.

Responsibility for coordination of SEND provision:

- The Headteacher will work closely with the SEND Co-ordinator who has responsibility for co-ordinating the day to day provision and the overall strategy for pupils with SEND.
- The SENCo will work closely with staff to implement the SEND policy and co-ordinate the interventions.

Arrangements for co-ordinating SEND provision:

- Provision for pupils with SEND is a matter for the school as a whole.
- As stated in the **National Standards for Special Educational Needs Coordinators**:
“The SEND Co-ordinator, with the support of the Headteacher and the Governing

Body, takes responsibility for the day to day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND to secure high quality teaching
and the effective use of resources to bring about improved standards of achievement for all pupils.”

Admission Arrangements:

- These are in accordance with the **2014 Code of Practice**, Chapter 1, sections 1.27 and 1.28.

Specialist SEND/Hub provision

- Specialist provision and access to the SEND Hub within Cleobury Mortimer Primary is secured through the Local Authority in partnership with the schools Educational Psychologist and parents. Further information on Specialist Provision in Shropshire can be found on the **Shropshire Local offer** website: <https://shropshire.gov.uk/the-send-local-offer/education/nurseries-schools-and-colleges/specialist-schools-andprovision/>

Facilities for vulnerable pupils, those with SEN or who are disabled.

- Please view the schools **Accessibility Plan** which can be located on the School website: <http://cmpschool.co.uk/about-us/policies>
- The school works with a range of professional providers who offer comprehensive advice on additional resources and facilities. These are discussed with parents on an individual basis. Please view the schools Special Educational Needs **Information Report (Schools Offer)** for further information on facilities and resources which can be located on the school website: <http://cmpschool.co.uk/learning/send>

Allocation of resources for vulnerable pupils, those with SEN or who are disabled.

- We have a range of SEND resources in school and access to further resources from our traded services and link schools. An extensive range of resources is detailed within our **Special Educational Needs Information Report (School Offer)** available from school or accessed through the school’s website as above.
- Allocation of resources are provided to pupils who have a recognised inclusion and educational needs in consultation with parents and pupils.

Identification and review of pupils needs:

- The whole school has a responsibility for the identification and review of pupils' needs in line with the guidance in the **SEND Code of Practice 2014**. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for pupils. Teachers will refer any pupils they have identified as requiring support and/or intervention different from or additional to that for the majority of their pupil peers.
- Pupils who are identified as having SEND and are receiving support that is 'different from' and/or 'additional to' normal class differentiation are recorded on the SEND register and the schools Provision Map.
- Pupils are then monitored termly.

Access to the curriculum:

- The curriculum for pupils with SEND is differentiated according to need with a focus on outcomes for pupils. All staff support access to the curriculum for all pupils.
- The provision for pupils whose needs are 'additional to' and 'different from' the normal differentiated curriculum will be recorded on the SEND register, Provision Map and on SIMS.

Inclusion of vulnerable Pupils, those with SEND:

- It is the responsibility of each class teacher to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.
- It is the responsibility of Subject Coordinators to create schemes of work that reflect the needs of SEND/Additional Needs pupils.
- It is the responsibility of the SENCo to arrange training, provide materials and assistance to Subject Coordinators and individual teachers to facilitate this.
- In line with the **Equality Act**, we use our best endeavours to:
 1. Not to treat current and prospective disabled pupils less favourably;
 2. Make reasonable adjustments as appropriate.

Evaluating the success of provision for pupils with SEND:

- Progress against SEND priorities in the **School Development Plan**
- Outcomes of provision measured against Assessment for Learning targets; outcomes identified in SEN Statements/Educational, Health and Care Plans.
- Progress against targets through school self-evaluation.

- Analysis of how and where the Inclusion Budget is being used to provide for pupils on the SEND Register.

Complaints Procedure:

1. Contact the SEND Co-Coordinator, Leigh Hector, Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, Kidderminster, Worcestershire Tel: 01299 270313. A personal appointment will be made to discuss and resolve any complaint. Parents/Carers may wish to contact Shropshire Parent and Carer Council (Tel: 0845 601 2205) for advice and are welcome to bring an advocate or other person for support.
2. Should the complaint not be resolved satisfactorily at the meeting please put the complaint in writing to Mrs C J Mayfield, Headteacher, Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, Kidderminster, Worcestershire, DY14 8PE.
3. The School will investigate the complaint and a further meeting will be arranged to resolve the complaint.
4. Should the complaint not be resolved satisfactorily please contact S.E.N.D.I.A.S.S. (formerly Parent Partnership. Now: Independent Advice Support Services, Tel: 01952 457176) and/or SEND Team, Shropshire Council. <http://www.telfordsendiass.org.uk/>

In-service training for staff:

- The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.
- Active participation of all staff is necessary for a successful school policy.
- The schools Educational Psychologist and other outside agencies are invited in to lead or advise on staff training and consultation.
- Parents of SEND children on the SEND register are invited into school to advise or lead on staff training where particularly relevant to the needs of and outcomes for their child. This is a key element of the school's practice of co-production with parents.

Links to support services:

- We will seek support and advice to maintain high standards of provision.
- Links and partnerships are developed with **Shropshire Council** and other agencies to provide support and advice to enable the school to meet pupil needs effectively.

Working in Partnership with parents:

- Our relationship and partnership with the parents of all pupils is based on the principle of co-production as outlined in the **2014 Code of Practice section 4.9**.
- We will foster positive attitudes to parents and carers and provide them with user-friendly information.
- We will draw attention to available support outside school (eg PACC).
- We welcome and encourage all parents to participate in their child's educational progress from the outset.

Links with other schools and educational settings:

- Primary Schools
- Specialist Inclusive Learning Centres
- Trust Schools
- Network Learning Community
- Colleges of Further and Higher Education
- Alternative Curriculum providers

Links with other agencies and support services:

We foster and develop links with the available support agencies and voluntary organisations, for example:

- Social Services
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc
- A comprehensive list is contained within the Schools **Information Report**.

Summary:

It is the school's aim to remove barriers to learning for all pupils in its care. Implementation of this policy will support the effective inclusion of pupils with SEND and additional learning needs through improving outcomes, raising achievement and enabling participation in the full life of the school.

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan. This Policy was written January 2022

Signed by:

Headteacher:

SENCo:

SEND Governor:

Adopted by the Governing Body _____ January 2022 _____.