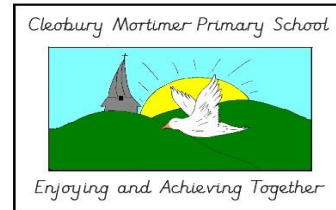


# Cleobury Mortimer Primary School

## Special Educational Needs (SEND) Policy



*“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.” EEF, 2020*

### Overall Vision

‘At Cleobury Mortimer Primary School we celebrate the unique strengths of all members of our community and want our pupils to have a chance to shine. We are fully committed to ‘growing people’ – both pupils and staff. At the heart of this is our strive for academic excellence, but it is wider than this alone. We see it as our duty to prepare children for life in all its fullness and this requires a parallel focus on the development of character and core values.’

### Aims:

To meet need through an inclusive culture of high aspiration that enables success for all.

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/>

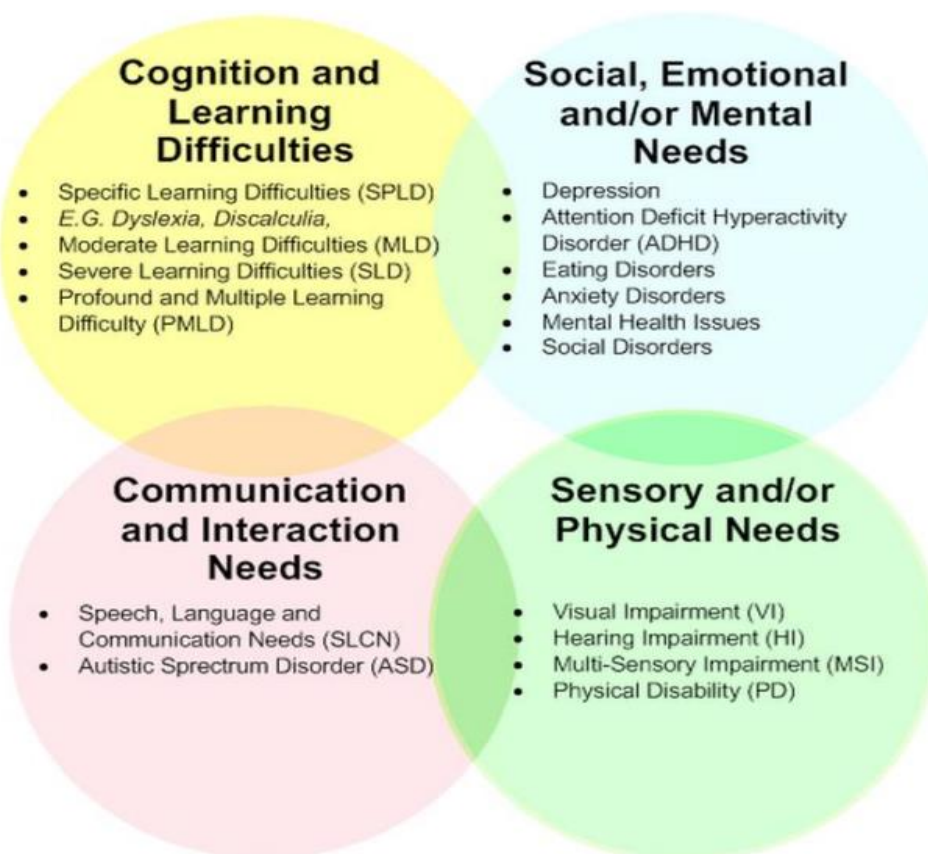
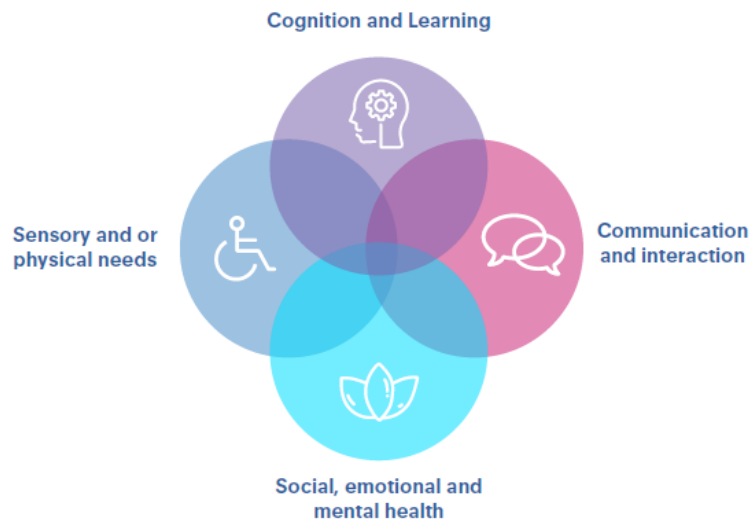
### What are Special Educational Needs (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. Definition of the term “Special Educational Needs and Disabilities” (SEND)

“A child whose needs are significantly greater than those of their peers thus requiring special provision to be made for him or her”.

Nationally, approximately 14-15% of learners have SEND. Most of these pupils are well placed in mainstream provision with a small minority, around 1%, requiring very specialist provision provided in a special school or setting.

There are 4 recognised 'Broad Areas of Need' but these can be multiple and overlapping:



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.”

The ‘Special Educational Needs in Mainstream Schools’ Guidance Report published by the EEF (March 2020) offers 5 evidence-based recommendations to support pupils with SEND in mainstream schools. At Cleobury Mortimer Primary School, we are using these 5 areas to ensure that pupils with Special Educational Needs and Disability (SEND), have a provision that supports achievement and enjoyment at school.



	EEF Recommendations	Considerations for Cleobury Mortimer Primary School
<p>Create a positive and supportive environment for all pupils without exception.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> <li>• promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>• ensure all pupils can access the best possible teaching; and</li> <li>• adopt a positive and proactive approach to behaviour as described in the EEF's Improving Behaviour in Schools guidance report.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive culture of learning.</li> <li>• Pupils engage well in lessons.</li> <li>• Behaviour is good and behaviour strategies are effective.</li> <li>• Attendance of pupils with SEND is monitored termly.</li> </ul> <p><b><u>active Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• <i>'Asking children to "share what their partner said" allows quieter children to have their answers shared without needing to feel exposed by having to share it themselves. Similarly, allowing a child the chance to write their answer instead of voicing it, or giving them warning time before sharing an answer, supports maximum participation.'</i></li> </ul> <p><b>Other approaches schools could consider include:</b></p> <ul style="list-style-type: none"> <li>• cards with questions stems as scaffolds;</li> <li>• non-verbal answers to questions— pupils can stand and sit, or give a thumbs up or thumbs down, to agree or disagree with an answer; and</li> <li>• using post-it notes to encourage pupils to add their views to topics.</li> <li>• Using ICT to gather pupils voice through class voting and communication apps.</li> </ul>
<p>Build an ongoing holistic understanding of your pupils and their needs.</p>	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<ul style="list-style-type: none"> <li>• Staff have a good awareness of their pupil's needs and barriers.</li> <li>• Assessment is purposeful and useful.</li> <li>• Assessment information feeds into support for pupils</li> <li>• Staff take responsibility for implementing advice from outside agencies alongside senior leaders.</li> <li>• All learners are regularly assessed against age related expectation for their key stage. This process may identify learners who are not making expected progress. This may be the starting point for a SEND assessment although teachers will consider all factors which may be impacting on learner progress.</li> <li>• For learners with an identified SEND, the age-related expectation may require further task analysis to ensure that children can achieve the individual building blocks that lead to knowledge acquisition.</li> <li>• These small steps enable staff to structure the child's work and provide a</li> </ul>

		<p>series of intermediate goals which should be recorded.</p> <ul style="list-style-type: none"> <li>• Learners will be involved in assessment and decision-making. As part of this process we need to:-explain clearly what additional support or assessment arrangements are being made, and how the learner can contribute to them. Help the learner to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal; Recognise the potential stress of assessment and review arrangements and support the learner to understand the role of the other professionals.</li> </ul>
<p>Ensure all pupils have access to high quality teaching.</p>	<p>To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a ‘magic bullet’ can distract teachers from the powerful strategies they often already possess. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:</p>  <p>The diagram 'Five a Day' features a central blue circle with the text 'Five a Day'. Five lines radiate from this center to five surrounding blue circles, each containing an icon and a label: 'Explicit Instruction' (top, teacher at board), 'Using Technology' (left, hand on screen), 'Cognitive &amp; Metacognitive Strategies' (right, brain with gear), 'Flexible Grouping' (bottom-left, three people), and 'Scaffolding' (bottom-right, ladder structure).</p>	<ul style="list-style-type: none"> <li>• Lessons are inclusive – good teaching for all.</li> <li>• Effective learning strategies are applied to ALL pupils not just those with SEND.</li> <li>• Flexible learning opportunities</li> <li>• Pre-teaching and interventions are used to support pupils.</li> <li>• Scaffolding used effectively including modelling, working walls, support tools etc.</li> <li>• Interventions are specific and timely.</li> <li>• Information from assessments feeds into interventions with clear and specific goals.</li> </ul>
<p>Complement high quality teaching with carefully selected small group and one to one interventions</p>	<p>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</p> <ul style="list-style-type: none"> <li>• High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> </ul>	

	<ul style="list-style-type: none"> <li>•The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.</li> </ul>	
Work effectively with Teaching Assistants	Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF’s guidance report Making Best Use of Teaching Assistants provides detailed recommendations.	<ul style="list-style-type: none"> <li>• Regular CPD opportunities for TAs</li> <li>• Teachers have ownership of pupil’s learning.</li> <li>• TAs are effectively deployed with clear purpose/ goals.</li> <li>• Use of the ‘Five a Day Reflection tool – Teaching Assistants’, to embed the five strategies into daily classroom practice and what this means for TA’s.</li> </ul>

### Working effectively with teaching assistants

Teaching Assistant work with pupils to help them move towards increasing independence (which is always the goal) and ensuring they are aware of the different phases of support that they can offer to pupils.

The framework is shown below. The initial expectation is that pupils work independently while the TA observes their performance. TAs should then only intervene appropriately when pupils demonstrate they are unable to proceed. The aim is to provide opportunities for pupils to experience and develop independence while giving structure and consistency to TAs’ talk.

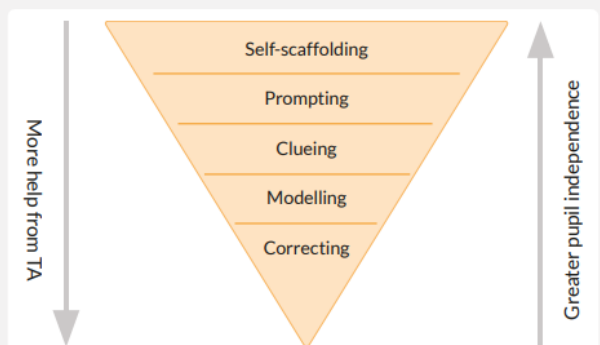
**Self-scaffolding:** TA observes that the pupil is working independently and does not intervene.

**Prompting:** TA uses wait time (10 secs) to see if the pupil can get started, asks a prompt question such as ‘Can you remember what Mr T said you need to do first?’, or gestures to a useful resource such as a model on an interactive white board or a word-bank on a table.

**Clueing:** TA uses a statement, ‘The ruler will help you’, or question, ‘How could the ruler help you?’, to give one piece of information at a time to support accessing the task. Several clues may be needed.

**Modelling:** TA demonstrates the next step the child needs to complete and then asks the child to take this step. ‘I am using the word-bank to find a word to help me describe my character ...’

**Correcting:** The TA provides answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.



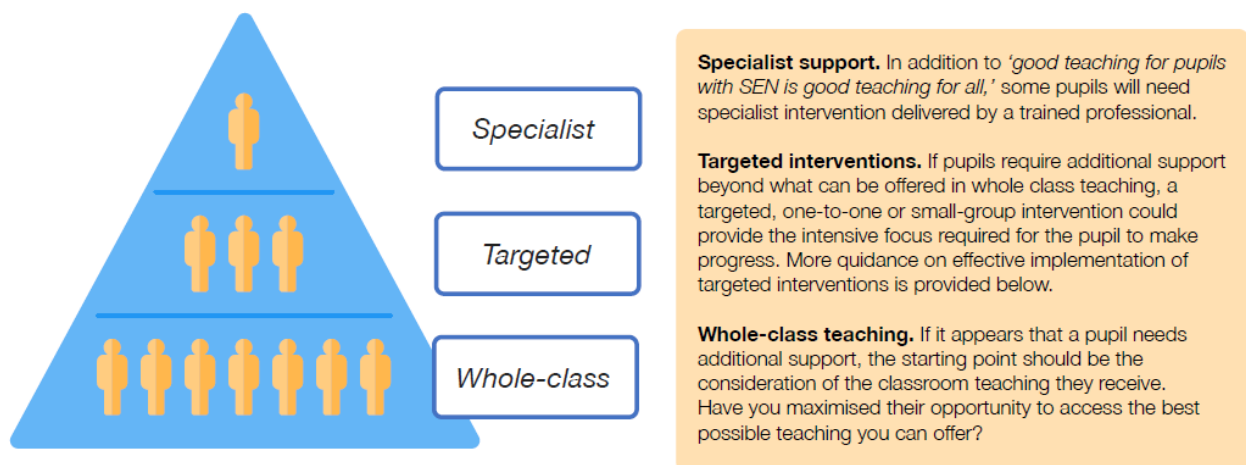
### Consulting with parents/ carers

- The class teachers are available to discuss children’s progress or any concerns and share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to discuss children’s progress or any concerns you may have.

- Parent Partnership Service (PPS) is available to meet with parents to discuss children's progress or any concerns/worries. There is a PPS in every authority. Access to further details is through the National Parent Partnership Network website. <https://shropshire-disability.net/shropshire-telford-wrekin-parent-partnership-services/>
- Plan Do Reviews will be completed each term and communicated to parents at parents' evenings/meetings/reports.
- All information about additional support in school will be discussed with parents and referrals for specialist support will be made with consent.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We hold an open door policy so all parents and carers can talk to their class teachers at the start or end of the day

## Supporting pupils with Special Education Needs

**Figure 6: A tiered approach to educational support**



- The teachers and teaching assistants discuss the targets with the children to make them aware of what they need to work on,
- The children are encouraged to actively participate on working on their targets during class in collaboration with the teacher and teaching assistant.
- We work with the children to help them recognise how they learn best and what motivates them to learn.
- Older children are encouraged to join in with their annual review meetings to share their contributions.

## How we support our pupils at times of transition

### **1. When children enter the school**

- The class teacher and/or SENCo will visit any pre-school settings that your child attends prior to them starting school.
- The SENCO and class teacher will liaise closely with the pre -school setting and any additional agencies that have been involved with your child.

- Any adaptations to the school day or environment will be made in consultation with parents and staff.
- Staff will give you time to talk about your child and involve you in their learning so that they can get to know you and your child and give all the support that they can.

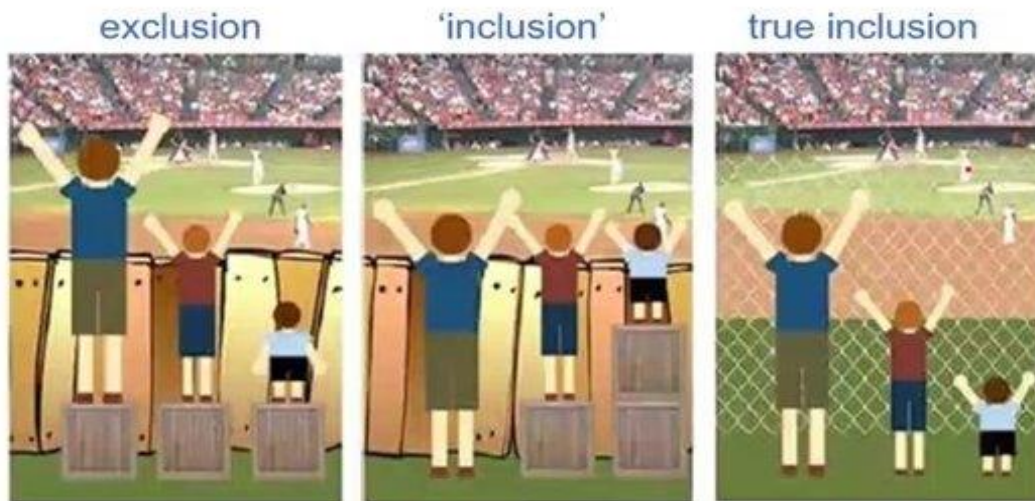
## 2. When moving classes within the schools

- The SENCO and your child's class teacher will meet with their new teacher to discuss fully the needs of your child and to set future targets.
- Your child will be consulted about any issues or concerns they may have about moving class.
- The teaching assistant will already be fully informed about the needs and targets of your child.
- You will have an opportunity to meet with their new class teacher and the SENCO to discuss any concerns or issues you may have regarding the transition.

## 3. In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Planned induction visits to secondary schools will be set for all children in Year 6, but additional visits will be arranged for children with SEN.
- A special induction programme is carried out for children with specific needs. This programme includes additional visits for your child with their teaching assistant, meeting and taking photographs of key adults at the secondary school and additional meetings for parents.
- The secondary SENCO will be invited to any Year 5 and Year 6 annual review meetings.

## How we adapt our curriculum and learning environment to support pupils with Special Educational Needs



Whole School SEND and NASEN

Inclusion is about identifying the difficulties of pupils at the outset and considering how we will enable learners to overcome them to give equity of experience and opportunity. At Cleobury Mortimer Primary, we believe that all pupils should be included in lessons and aim for a mastery approach for all. Our aim is to adapt teaching to respond to the strengths and needs of all pupils using approaches which enable pupils to be taught effectively, through having a clear understanding of the needs of all pupils. If we want all children to 'achieve well' it is important to include them in our curriculum offer.



## 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 SENDCo 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.

### **Curriculum**

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

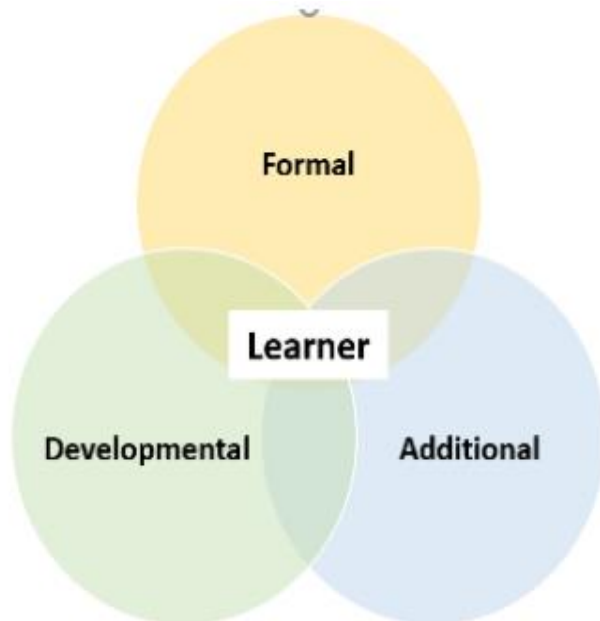
- The Shropshire Gateway Educational Trust reviewed the “EEF special educational needs in mainstream schools report” as part of a development day in January 2023. Each subject area then worked together as a team (teachers from the EYFS, KS1 – 4 and teaching assistants) to review ways in which we could meet the range of SEND needs in each subject area specifically– considering the 4 areas of need. These documents will be reviewed at Curriculum development meetings and used by subject leaders to ensure that pupils with SEND are able to access the curriculum effectively.
- 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.
- Up to date accessibility plan
- Resources and specific equipment purchased and utilised to support children to overcome barriers. This may be based on staff’s awareness of each child’s need or on advice from outside agencies e.g. writing slopes, wobble cushions, bean bags, computer software etc.
- High quality specialist training for staff working with a pupil with SEND.
- Regular discussions between teachers, teaching assistants and the SENCO highlight any additional resources that need to be obtained in order to meet your child’s needs.
- Implementation of specially tailored support strategies and programmes as devised by an Educational Psychologist, Advisory Teacher, Inclusion Specialist, Sensory Inclusion Specialist, Occupational Therapist or Speech Therapist.

## Admission Arrangements:

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

## Specialist Resourced SEND/Hub provision: Communication and Social Interaction Needs.

### A three-part curriculum: Formal/ Developmental and Additional:



**Formal:** Addressing the breadth and balance of the National Curriculum and/or frameworks for the appropriate age group.

**Developmental:** Tailored to the individual's level of development, learners with SEND may be working on milestones from earlier age groups and able and talented pupils may be working on milestones from later age groups.

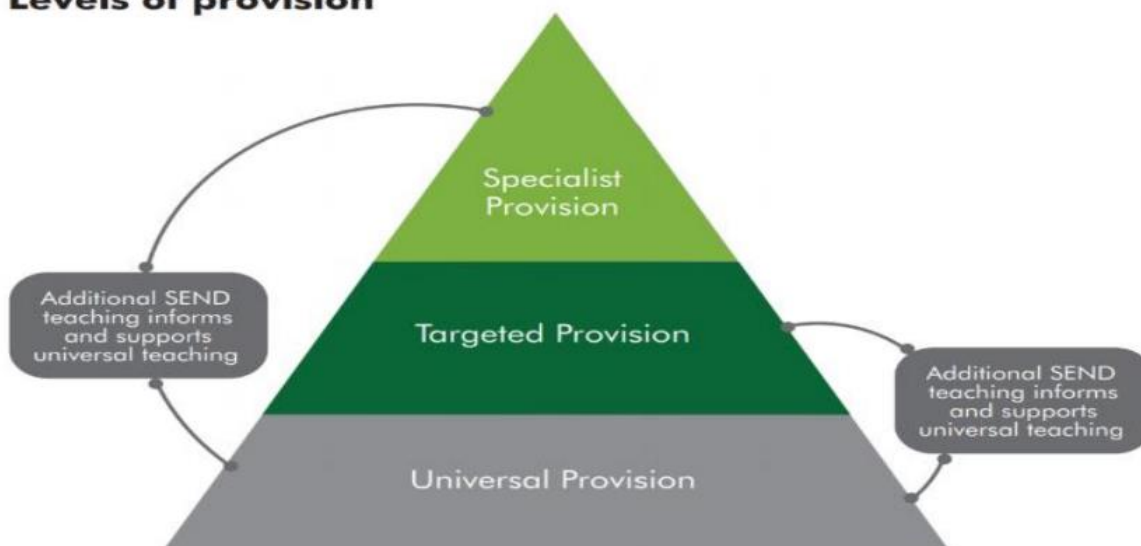
**Additional:** Enabling access to supportive and therapeutic intervention to ensure that all learners are available for learning.

### Effective practice by enabling:

- Learner engagement
- Effective record keeping
- Challenging. Realistic target setting
- Small steps approaches
- Adopting the Graduated Approach and Assess, Plan, Do, Review
- Good communication
- Shared staff expertise
- Improved access
- CPD for all staff

Levels of SEND Provision: At Cleobury Mortimer Primary, we acknowledge 3 levels of provision:

### Levels of provision



- **Universal Provision-** A whole school ethos, culture and values underpinned by High Quality teaching and learning that is differentiated and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.
- **Targeted Provision-** Educational provision that is additional to and different from the Universal provision. Typically, this provision is provided for those learners with SEN support needs. 12.2% of all pupils in England who require SEN support, source National Office of Statistics, 2020/21. In accordance with the Children and Family Act, 2014, Schools and college must use their best endeavours to ensure such provision is made for those who require it. (CoP 1.25 pg 25)
- **Specialist Provision-** Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP) 3.7% of all pupils in England have an EHCP, source National Office of Statistics, 2020/21

### Pedagogy

Learners learn best when they feel valued, and their achievements are recognised. Within the class there will be a wide range of ability and experience. This calls for a flexible approach, in order to provide success and a challenge for all learners.

A variety of teaching strategies and styles will be used in order to alleviate some of the difficulties that some learners face and ensure that all learners have access to the different areas of the curriculum. Staff recognise that all learners have individual learning styles and will respond differently to diverse teaching styles. They will endeavour to ensure that their main input varies between aural, kinaesthetic, and visual teaching styles.

Access to placement in the SEND Hub within Cleobury Mortimer Primary is secured through the Local Authority in partnership with the school and parents. Further information on Specialist Resourced 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.

## 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 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 S Desborough, 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, The Local Offer, Local Support Groups).
- 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 March 2023