

Special Educational Needs and Disability Policy (SEND)

Updated October 2020



Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Aims and Objectives

- Cherry Lane aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Staff members identify the needs of pupils with SEND as early as possible. We do this by gathering information from parents, education, health and care services as well as early years settings, prior to the child's entry into the school.
- The progress of all pupils is monitored regularly in order to aid the identification of pupils with SEND.
- The school makes appropriate provision to ensure pupils with SEND have full access to the National Curriculum. This is co-ordinated by the Inclusion Manager and the SENDCo and is monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- We aim to work collaboratively with parents to help them gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- The school works with a number of outside agencies when pupil's needs cannot be met by the school alone. These services include the Child Development Centre at Hillingdon Hospital, Educational Psychology, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Occupational Therapy, Visually Impaired and Hearing Impaired Services, Play Therapists and Counselling Services.
- At Cherry Lane we aim to create a school environment where pupils feel safe and are encouraged to contribute to their own learning. We have a strong pastoral team in school which supports both children and parents alike. This link is very important for our vulnerable families. We also use assertive mentoring which focuses on behaviour and attitude towards learning and encourages individual pupils, whatever their ability, to realise and set their own learning goals.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

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

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. We have a Cherry Lane local offer which can be viewed on our website.

Responsibility for the coordination of SEND provision

Mainstream

- The person responsible for coordinating and overseeing the provision for children with SEND is Mrs. K. McNroy (SENDCO)
- Mrs Kennedy is Inclusion Manager/ Assistant Head for Inclusion
- We currently have three Special Educational Needs teachers. These are:
 - Mrs. J. Tennant
 - Ms M Dring
 - Ms K Perez
- We currently have one Special Educational Needs HLTA:
 - Ms S Wiggins

SRP

- The person responsible for coordinating and overseeing the provision for children in the SRP is the SRP Manager, Mrs A Trott.
- In the SRP, we currently have two HLTAs:
 - Mrs K Relf
 - Ms S Brook
- In the SRP, we currently have two LSAs:
 - Mrs F Kearney
 - Ms M Whiting

Arrangements for coordinating SEND Provision

- Each class teacher has an Inclusion Folder which holds SEND records for all individual pupils in their class

- All staff can access the Cherry Lane SEND Policy and a copy of the full SEND register.
- The staff are given guidance on the identification of SEND required by the new code of practice. Parents and supporting staff are always involved in the Identification process.
- Through continual professional development (CDP) the staff are given practical advice, teaching strategies and information about types of special educational needs and disabilities.

Admission Arrangements

Please refer to the information contained in our school prospectus and on our website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND provision

- We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.
- September 2015 we opened a Specialist Resource Provision (SRP) for children with ASC and complex needs. This has the capacity for 10 children (Key Stage 1 and 2) and has its own admission criteria.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school Accessibility Policy for more details.

Allocation of resources for pupils with SEND

All pupils with SEND will benefit from Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with SEND may access additional funding, in particular if they have an Education, Health and Care plan.

Identification of pupils needs

This will be done initially by the class teacher and is a graduated approach:

- Any pupil who are significantly falling outside of the range indicators and grade boundaries will be monitored. This will also be discussed in pupil progress meeting and individually with the child during their Assertive Mentoring consultations.
- Once a pupil has been identified as possibly having SEND, the class teacher will fill in an identification form and discuss it with the SENDCO or another teacher in the SEND team. This child will be further monitored in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- The SENDCo or SEND teacher may need to be consulted or give advice to determine the level of provision the child may need to move forward with their learning. Any concerns will be discussed with the parents informally or during a parent's consultation evening. An Individual Development Plan will be written for that child based on all evidence.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

SEND Support Provided

As defined in the 2014 SEND Code of Practice, the support provided consists of a four part process:

ASSESS – PLAN – DO - REVIEW

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

Assess

This involves analysing the pupil's needs using both formative and summative assessments; past data and observations of learning style and attitude towards work. This will also include comparisons with peers and national data, as well as the views and experience of parents. The pupil's views are very important and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo/SEND teacher and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

This will be detailed on the child's individual provision sheet.

Do

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

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SEND teacher or SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHC Plan)

- If a child has lifelong or significant difficulties they may undergo a **Statutory Assessment Process**, which is usually requested by the school but can be requested by a parent.
- This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
- The application for an Education, Health and Care Plans will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENDCO
 - Social Care
 - Health Professionals
- Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
- A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- Further information about EHC Plans can found via the SEND Local Offer: <https://hillingdon.gov.uk/send> or by speaking to the school's Education, Health and Care Plan Officer: **Jasmeet Kalsi on 01895 250487** or alternatively by contacting the **SENDIASS on: 01895 277001 email: sendiass@hillingdon.gov.uk**
- Following Statutory Assessment, an EHC Plan will be provided by Hillingdon Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.

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

Access to the curriculum, information and associated services

- Pupils with SEND will be supported in accessing the curriculum, taking into account the wishes of the parents/carers and the needs of the individual.
- Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.
- Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools.
- Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated and accessible, where necessary.
- We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.
- We have a SCERTS approach across the school in order to support and encourage social communication, emotional regulation and independence.

Inclusion of pupils with SEND

- The Inclusion Manager oversees the school's policy for SEND and, in collaboration with the SENDCo, is responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Evaluating the success of provision

- In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.
- This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.
- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
- SEND provision and interventions are recorded on a provision map, which is updated when the interventions are changed.
- These are updated by the class teachers and Learning Support Staff and are monitored by the SENDCo.

- These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors.
- This helps to identify whether provision is effective.

Continual Professional Development (CPD)

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- The SEND Team attends relevant courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.
- The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of performance management.

Links to Outside Agencies

- The school continues to build strong working relationships and links with outside agencies such as, SALT, OT, EP service etc., in order to fully support our SEND pupils and aid school inclusion.
- Sharing knowledge and information with these agencies is key to the effective and successful SEND provision within our school.
- Any one of the outside agencies may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will inform the child's parents.

Working in partnerships with parents

- Cherry Lane believes that a close working relationship with parents is vital in order to ensure:
 - an early and accurate identification and assessment of SEND leading to appropriate intervention and provision
 - continuing social and academic progress of children with SEND
 - Personal and academic targets are set and met effectively.
- The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Complaints procedure

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