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| <b>Formally adopted by the Governing Board/<br/>Trust of:-</b>                     | <b>Corvus Education Trust</b>   |
| <b>On:-</b>  | 24/5/21   |
| <b>Chair of Governors/Trustees:-</b>   |  |
| <b>Date for Review:-</b>   | 2022  |

## **Special Educational Needs and Disability (SEND) Policy**

### **The SEND team at Corvus Education Trust Schools**

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to:

Trust Special Educational Needs and Disability Coordinator (SENDCo): Diane Bainbridge,  
National Award Advanced for SEN Coordination (NASENCo)

Special Educational Needs Coordinator for Watton Junior School (SENDCo): Christina  
Girling

Assistant SENDCo for Watton Westfield Infant and Nursery School: Dan Humphrey

Trustee responsible for SEND matters: David Jessup

Please make an appointment with the school office if you wish to speak to the SENDCo.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.



## Introduction

We aspire to unlock the full potential of every pupil in a safe environment by

### **Stimulating, Motivating, Inspiring Learning and Enjoyment**

We work closely with learners and their families to provide a quality education through a variety of inspiring, challenging and stimulating learning experiences. In a caring, happy, safe environment we encourage children to become curious, motivated, creative, independent learners; nurturing each child to reach their maximum potential to face the challenges of the modern world through lifelong learning. The development of social skills and positive social interaction we see as crucial to developing self-esteem.

Our aim is to raise standards and establish the foundations for lifelong learning. We acknowledge the achievement and effort of children and staff. To widen the children's horizons and strive to promote stronger links with parents and the wider community.

## Defining SEND

The 2015 Code of Practice states that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she:*

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

SEND Code of Practice: 0 to 25 Years  
January 2015, Introduction, xiii and xiv

The Code of Practice identifies four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC /CLA)
- Being a child of a service woman/man.



- We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children.

## **SEND at our Corvus Education Trust schools**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Local Governing Bodies and Trustees to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Types of SEND which we currently have in the schools, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

### *Communication and Interaction*

- Autistic spectrum disorders
- Speech and language disorders
- Complex neurological and genetic disorders

### *Cognition and Learning*

- Specific learning difficulties such as Dyslexia
- Mixed neurodevelopmental disorder,
- Moderate learning difficulties,
- Developmental delay.

### *Social, Emotional and Mental Health*

- ADD or ADHD,
- Attachment disorders,
- Social and emotional difficulties, such as anxiety, depression, self-harm
- Mental health difficulties
- Eating disorders



#### *Physical and Sensory*

- Visual impairment
- Hearing impairment
- Hypermobility

#### *Medical Needs*

- Diabetes
- Epilepsy

### **Identifying children at SENS (SEN Support)**

Children with SEN are identified by a number of routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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 child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.
- Information is received from the pupil's previous setting.

Frequently, the concern can be addressed by Quality First Teaching and/or some parental support. This is done through a Provision Map and their progress is monitored through targeted support. Otherwise, the child is placed at SEN Support on our SEND register and further external advice is requested.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. As per the agreement with the Norfolk community Health and Care NHS Trust (NCHC). All children who need to be referred by their GP must have an accompanying supporting assessment report ideally from either an Educational Psychologist, Specialist Learning Support Teacher (SLST) or Specialist Behaviour Support Teacher (based at one of the Short Stay School's for Norfolk, SSSfN). Reports from professionals with appropriate equivalent experience and knowledge (e.g. specially trained SENCOs, Speech and Language Therapists, Clinical Psychologists). The SENDCo will meet to discuss this with the parents and draft a supporting letter for them to present to their GP.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at a parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEND need.

Once a child has been identified as having a SEND need, the class teacher with the support of the SENDCo will invite the parents to a meeting to:



- formally let them know that their child is being placed on SEN Support (SENS)
- discuss assessments that have been completed and agree any referrals that are required
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings on cpoms and agreed actions are confirmed with parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

### **Record Keeping**

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the class teachers and SENDCO. These records are stored securely, in line with our Confidentiality Policy, and with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses CPOMS (Child Protection Online Monitoring System) to facilitate good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

### **Request for Statutory Assessment**

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- Individual Learning Plans.
- Information on the pupil's health and relevant medical history.
- Attainment information.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

### **Education, Care and Health Plans (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision



EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENDCo will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher.
- Any other person the SENDCo or parent/carer considers appropriate including health or educational professionals.

At Key Stage transition reviews, where possible these are held in the summer term before the transition year, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map.

When considering an intervention, we look first at the child's profile of learning and specific needs in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the beginning and end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

### **Adaptations to the curriculum Teaching and Learning Environment**

Corvus Education Trust schools are disability friendly. Most of the schools are one level other than Watton Junior School, corridors are wide and have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.



All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children have access to the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Other adaptations to the curriculum are made on an individual basis depending on the child's need.

### **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or external courses, provision of books or guidance towards useful websites.

Some of our TAs have ELKLAN training which helps them to support children with communication difficulties. Other TAs and HLTA (Higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

If we identify the need for more specialist help, the school is able to buy-in additional expertise from an external source. This includes access to Educational Psychologists and Advisory Teachers. The trust has two specialist resource bases (SRB) based at two our schools. Watton Junior School SRB specialises in supporting Cognition and Learning needs for children in KS2. Manor Field Infant and Nursery School SRB specialises in supporting children who have Social, Emotional and Mental Health (SEMH) needs within KS1.

### **Children with social, emotional and mental health needs**

Behaviour on its own is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), we offer support to the child and family.

If parents and school are concerned that the child may have mental health needs, we will make a referral to Point 1. If the child is in immediate crisis we will encourage the parents to seek further support and a referral to the Child and Adolescent Mental Health service (CAMHs).

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school seeks to offer a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop, positive and trusting relationships with the children. Each school has at least one Thrive trained practitioner and we use Thrive alongside PATHS across all of the schools in the trust to support the children's social and emotional needs.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs, through the use of Individual Risk Management Plans. These plans are reviewed regularly.



The school has a zero-tolerance approach to bullying, we will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story.

Enhanced transition arrangements are tailored to meet individual needs.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Norfolk's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Norfolk's Local Offer is available from the website

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

In addition, Norfolk SEND Partnership, Advice, Information and Support Service is an impartial service providing information and support for young people with special educational needs and/or disabilities and parents and carers of children with special educational needs. They offer confidential telephone support and information, written information, the support of a trained volunteer Independent Parental Supporter wherever possible and/or put parents and carers in touch with other voluntary groups and people who may be able to help.

[www.norfolkSENDpartnershiass.org.uk](http://www.norfolkSENDpartnershiass.org.uk)

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

### **Review Framework**

This policy has been written and agreed in conjunction with the trustees. The provision for SEND is extremely important to Corvus Education Trust and the policy will be regularly updated to reflect current legislation and practices.