CHERBOURG PRIMARY SCHOOL

Special Education Needs and Disabilities Policy

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Signed FGB		**Signed HT**	

Cherbourg Primary School is an inclusive mainstream primary school with a resourced provision for up to eleven pupils with Social, Emotional and Mental Health (SEMH) needs.

This policy reflects the principles and requirements of the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice: 0–25 years (2015). This policy should be read alongside the school's SEND Information Report, which provides more detailed information about the provision available for pupils with SEND and is published annually on the school website.

At Cherbourg Primary School, we believe that every child should be valued, respected and supported to achieve their full potential. We are committed to providing a broad, balanced and ambitious curriculum which is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

We recognise that every child is unique and may learn in different ways. Through early identification, high-quality adaptive teaching and effective partnerships with families and professionals, we aim to remove barriers to learning and ensure all pupils are fully included in school life.

We believe that all teachers are teachers of pupils with SEND and that meeting the needs of pupils with SEND is a whole-school responsibility.

Rationale

At Cherbourg Primary School, we are committed to creating an inclusive learning environment where all pupils are welcomed, valued and supported to achieve their full potential.

We recognise that children learn at different rates and may experience barriers to learning at different points in their educational journey. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), should have equal access to a broad, balanced and ambitious curriculum and be fully included in all aspects of school life.

Our approach is based on high expectations for every pupil. We focus on the individual strengths, needs and aspirations of each child and strive to remove barriers to learning through high-quality adaptive teaching, effective support and positive partnerships with families and professionals.

We are committed to:

- Promoting equality, diversity and inclusion.
- Raising aspirations and expectations for pupils with SEND.
- Providing high-quality teaching as the first response to meeting additional needs.

- Ensuring provision is driven by individual needs and outcomes rather than levels of support.
- Encouraging independence, resilience and confidence.
- Working collaboratively with parents, carers, pupils and external agencies.
- Valuing pupil voice and ensuring that children are involved in decisions that affect them.

We believe that successful inclusion is achieved when SEND is viewed as a shared responsibility across the whole school community and when all staff work together to ensure that every child can participate, achieve and thrive.

Aims

At Cherbourg Primary School we aim to:

- Identify pupils with SEND as early as possible.
- Ensure all pupils have access to a broad, balanced and ambitious curriculum.
- Provide high-quality adaptive teaching which meets the needs of individual learners.
- Use the graduated approach of Assess, Plan, Do, Review to support pupils effectively.
- Work collaboratively with pupils, parents, carers and external agencies.
- Raise aspirations and promote positive outcomes for all pupils with SEND.
- Develop independence, resilience and confidence.
- Ensure statutory duties relating to SEND are met.
- Promote inclusion and equality of opportunity for all.

Evaluating Success

At Cherbourg Primary School, we are committed to ensuring that SEND provision leads to positive outcomes for pupils. The effectiveness of our provision is evaluated through ongoing assessment, monitoring and review.

Successful implementation of this policy will be demonstrated through:

- Good progress and attainment for pupils with SEND from their individual starting points.
- Effective identification of pupils' needs at the earliest opportunity.
- Increased participation and inclusion in all aspects of school life.
- Positive feedback from pupils, parents and carers.
- Staff confidence in meeting a range of SEND needs.
- Effective use of external agency advice and support.
- Appropriate identification and movement on and off the SEND Register.
- Successful outcomes for pupils with SEN Support and Education, Health and Care Plans (EHCPs).

The school regularly reviews the quality of SEND provision to ensure that support remains responsive to pupils' changing needs and contributes to improving outcomes for children and young people with SEND.

Definitions of SEND

A child or young person has SEND 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:

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

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Children and young people with communication and interaction needs may experience difficulties with speech, language and communication skills. This may include difficulty understanding language, expressing themselves, processing information, using social communication skills or interacting effectively with others. Some children may have Autism Spectrum Condition (ASC) and require support to understand and navigate social situations, routines and changes within their environment.

Cognition and Learning

Children and young people with cognition and learning needs may learn at a slower pace than their peers or experience difficulties with specific aspects of learning. This may include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. These pupils may require additional support, adapted approaches and targeted interventions to enable them to access learning and make progress.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience difficulties that affect their social, emotional and mental wellbeing. These may present in a variety of ways, including anxiety, low mood, emotional regulation difficulties, attention and concentration difficulties, attachment needs or behaviours that impact on learning and relationships. Some pupils may require additional support to develop emotional wellbeing, resilience, self-esteem and positive relationships with others.

Sensory and/or Physical Needs

Some children and young people require specialist support or equipment because of hearing, visual, physical or sensory needs. These difficulties may affect access to learning, the physical environment or participation in school activities. Pupils may require reasonable adjustments, specialist resources, adapted teaching approaches or advice from external professionals to ensure they can access the curriculum and wider school life alongside their peers.

These categories support identification but do not define a child. Provision is always personalised according to individual need. The school recognises that factors such as attendance, English as an Additional Language, disadvantage or medical needs may impact learning but do not necessarily mean a child has SEND.

Supporting Pupils with Medical Conditions

Cherbourg Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education.

Some pupils with medical conditions may also have SEND and may have an Education, Health and Care Plan (EHCP). Where this is the case, the school will work closely with parents, health professionals and external agencies to ensure appropriate support is provided. The school's Supporting Pupils with Medical Conditions Policy should be read alongside this SEND Policy.

Roles and Responsibilities

SENCo

The SENCo is responsible for:

- Overseeing the day-to-day operation of this policy.
- Coordinating provision for pupils with SEND.

- Maintaining the SEND Register.
- Supporting staff in identifying and meeting pupils' needs.
- Monitoring the effectiveness of SEND provision.
- Liaising with parents and carers.
- Coordinating referrals to external agencies.
- Managing statutory processes including EHCP applications and Annual Reviews.
- Supporting transitions.
- Reporting to governors on SEND provision.

Class Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

Class teachers are responsible for:

- Delivering high-quality adaptive teaching.
- Monitoring pupil progress.
- Identifying barriers to learning.
- Implementing agreed strategies and support.
- Working collaboratively with support staff and external professionals.
- Contributing to and reviewing Pupil Passports.
- Maintaining regular communication with parents.

Learning Support Assistants

Learning Support Assistants work under the direction of class teachers and the SENCo to support pupils' access to learning and promote independence.

Governors

The SEND Governors monitor SEND provision and support the school in fulfilling its statutory duties.

Admission Arrangements

Cherbourg Primary School follows Hampshire County Council admissions procedures. The school welcomes applications from all pupils and does not discriminate against pupils with SEND. Children with an Education, Health and Care Plan (EHCP) are admitted through the Local Authority consultation process. Reasonable adjustments are made to ensure pupils with SEND can access all aspects of school life, including educational visits, clubs and extracurricular activities. The school site includes accessible facilities and reasonable adjustments will be made where required to ensure pupils with SEND can access the learning environment and wider school life.

Identification and Early Intervention

Early identification is essential in ensuring pupils receive the support they need.

Concerns may be identified through:

- Teacher observations.
- Assessment information.
- Discussions with parents.
- Pupil voice.
- Behavioural, emotional or social concerns.

- Information from previous settings.
- Advice from external professionals.

The school recognises that many pupils may require additional support at different points in their education. Receiving an intervention does not automatically indicate SEND. Early intervention and targeted support may be provided before SEND is identified. Where concerns persist, a pupil may be identified as requiring SEN Support.

A Graduated Approach to SEND Support

The school follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice.

Assess

The class teacher and SENCo gather information from assessments, observations, parents, pupils and professionals to develop a clear understanding of the pupil's strengths and needs.

Plan

The outcomes, support strategies and provision required are agreed with parents and, where appropriate, the pupil.

Staff working with the pupil are informed of:

- Identified needs.
- Desired outcomes.
- Support strategies.
- Resources and adjustments required.

Do

The class teacher remains responsible for the pupil's learning and progress.

Support may include:

- Adaptive teaching.
- Small-group interventions.
- Individual support.
- Specialist programmes.
- Advice from external agencies.

Review

The effectiveness of provision is reviewed regularly with pupils, parents and staff. Decisions are made about continuing, adapting or reducing support based on progress and outcomes.

Pupil Passports

At Cherbourg Primary School, Pupil Passports are used to support pupils receiving SEN Support and those with Education, Health and Care Plans.

The Pupil Passport provides a single, person-centred document that records a pupil's strengths, interests, aspirations, identified needs and the strategies that support them most effectively. It replaces the previous use of Individual Plans (IPs) and Individual Behaviour Management Plans (IBMPs), ensuring that staff and families have one shared document that reflects the whole child.

Pupil Passports are developed collaboratively with pupils, parents, teachers and, where appropriate, external professionals. They identify agreed outcomes, reasonable adjustments and support strategies, and form an important part of the graduated approach.

Pupil Passports:

- Capture pupil voice and aspirations.
- Identify strengths and barriers to learning.
- Record effective strategies and reasonable adjustments.
- Support communication between home and school.
- Promote consistency of support across staff and settings.
- Support transition between classes and key stages.

Pupil Passports are formally reviewed at least twice each year and updated whenever significant changes occur.

Where a pupil consistently achieves positive outcomes and no longer requires provision that is additional to or different from that ordinarily available, consideration may be given to removing them from the SEND Register following discussion with parents.

Statutory Assessment and Education, Health and Care Plans (EHCPs)

Most pupils' needs can be met through high-quality teaching and SEN Support. Where a pupil continues to experience significant difficulties despite appropriate support, a request for an Education, Health and Care Needs Assessment may be made to Hampshire County Council.

If an EHCP is issued, the school will work closely with the pupil, family and professionals to deliver the provision specified within the plan. The school has a duty to secure the special educational provision outlined within Section F of the EHCP.

Annual Reviews

All EHCPs are reviewed annually, or every six months for children under five.

Annual Reviews:

- Evaluate progress towards outcomes.
- Consider the views of pupils, parents and professionals.
- Review provision and support.
- Recommend any amendments required to the plan.

The Local Authority determines whether the plan should be maintained, amended or ceased.

Access to the Curriculum

We are committed to enabling all pupils to access learning and participate fully in school life. High-quality adaptive teaching forms the foundation of provision for all pupils and is the first response to meeting additional needs.

Support may include:

- Adaptive teaching.
- Scaffolding and reasonable adjustments.
- Learning Support Assistant support.
- Small-group or individual interventions.
- Specialist resources and equipment.
- Assistive technology.

- Peer support.
- Advice from external agencies.

Withdrawal from class is used only when necessary and where it clearly supports agreed outcomes.

Partnership with Parents and Pupils

Parents and carers play a vital role in supporting their child's development and education.

The school works in partnership with families through:

- Regular communication.
- Review meetings.
- Pupil Passport discussions.
- Annual Reviews.
- Parent consultations.
- Access to the school's SEND Information Report.

Pupils are encouraged to contribute to decision-making about their support wherever appropriate.

Information about SEND support in Hampshire can also be accessed through Hampshire SENDIASS and the Hampshire Local Offer.

Working with External Agencies

The school works closely with a range of agencies and professionals, including:

- Educational Psychology.
- Specialist Teacher Advisory Service (STAS).
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- CAMHS.
- Children's Services.
- School Nursing Team.
- Primary Behaviour Service.
- Voluntary organisations and support services.

Referrals are made where appropriate and in consultation with parents.

Transition

The school recognises that transitions can be challenging, particularly for pupils with SEND.

Support may include:

- Transition meetings.
- Additional visits.
- Social stories.
- Visual supports.
- Enhanced transition programmes.
- Information sharing with receiving settings.

Transition arrangements are individually planned according to need. This may include transition support between year groups, key stages, schools and specialist provisions.

Training and Professional Development

The school is committed to continuous professional development.

Training may include:

- Whole-school INSET.
- SENCo-led training.
- Local Authority training.
- Advice from specialist services.
- Safeguarding training.
- Specific training linked to pupils' needs.

New staff receive induction relating to SEND procedures and practice.

Accessibility and Equality

The school complies with the Equality Act 2010 and makes reasonable adjustments to ensure pupils with disabilities can access:

- The curriculum.
- The physical environment.
- Information.

The school maintains an Accessibility Plan, which is reviewed regularly.

Safeguarding

Cherbourg Primary School recognises that children with SEND may be more vulnerable to abuse, neglect and exploitation.

All staff receive safeguarding training and are aware of the additional barriers that some pupils with SEND may face when communicating concerns.

The SEND and safeguarding teams work closely together to ensure pupils receive appropriate support and protection.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress meetings.
- Pupil Passport reviews.
- Learning walks.
- Book scrutiny.
- Data analysis.
- Parent voice.
- Pupil voice.
- Governor monitoring.
- Feedback from external agencies.

The findings are used to inform future provision and school improvement priorities.

Complaints

Any concerns relating to SEND provision should initially be discussed with the class teacher. If concerns remain unresolved, parents should contact the SENCo, followed by the Headteacher if necessary. Formal complaints should follow the school's Complaints Policy. Parents may also seek independent advice through Hampshire SENDIASS.

Review of Policy

This policy will be reviewed annually by the SENCo, Headteacher and Governing Body and updated in response to changes in legislation, guidance or school practice.