



Special Educational Needs & Disabilities (SEND) Policy

2017-2018

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

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This policy will be reviewed annually

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our Teaching and Learning Policy, Equal Opportunities Policy, Safeguarding Policy and our School Improvement Plan for the year 2017/18 onwards.

The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, the Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

All Teachers are Teachers of Special Educational Needs. Every Teacher is responsible and accountable for the progress and development of all pupils in their Class even where pupils access support from Teaching Assistants or Specialist Staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved - the Local Authority (LA), our School, our Parents/Carers, Pupils, children's services and all other agencies.

SCHOOL ADMISSIONS AND TRANSFERS.

The Governing Body has agreed with the LEA admissions criteria and no pupil will be refused admission to the School on the basis of his/her Special Educational Need. "In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision". Parents/ Carers seeking the admission of a pupil with mobility difficulties are advised to contact our School well in advance so that consultations can take place.

External support services play an important part in helping the School identify, assess and make provision for pupils with Special Educational Needs. In the Pre-Foundation year and before the child starts school, home visits and playgroup/nursery visits are undertaken by the Foundation/Year 1 Teachers and our Higher Level Teaching Assistant who works in the Foundation Year. This enables Parents and the School Staff to know and appreciate the role each play and will play in the development of the child.

When any pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered at the first school, as required under the Education (Pupil Information) Regulations 2000. For a child leaving Cockwood School with SEND, transfer to their next school will be especially important and will involve close cooperation and visits with the Pupil/Parents/SENCo to the receiving school(s) to ensure all parties are happy with the future placement and also ensuring that he/she can have every opportunity for a high level of achievement in their next stage of their life.

IDENTIFYING and SUPPORTING SPECIAL EDUCATIONAL NEEDS & DISABILITIES.

The National Context of SEND (clause 20 Children and Families Act 2014) defines Pupils who have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision *which is additional to or different from* that normally available in a differentiated curriculum. Cockwood School regards pupils as having a Special Educational Need if they:-

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

c. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils 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.

Cockwood School will have regard to the SEND Code of Practice when carrying out our duty towards all pupils with SEND and ensure that Parents/Carers are kept informed about the SEND provision being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. When this is the case, the pupil will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010 and in line with our Equality Policy.

Aims and Objectives

Aims

Within our School Vision Statement:-

Our vision is to provide a happy, caring and stimulating environment where all children and adults feel they make a contribution and are valued as individuals. We strive for every child to recognise and achieve their full potential, so that they can make their best contribution to society.

At Cockwood Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all our pupils whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition of disability but this policy covers all these pupils.

In meeting the requirements of the SEND Code of Practice (CoD) 2014, we aim to deliver high quality teaching differentiated for individual pupils. This is the first step in responding to pupils who may or may not have SEN. Additional intervention and support follows good quality teaching at all times.

We aim to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality needs-led provision that is consistent across the school. This is to ensure that all our pupils are able to access the same opportunities for learning and social development. We have high expectations for every pupil to succeed to their maximum potential and in following the guidelines of the new Primary Curriculum; all our children will enjoy and fully participate in the extensive opportunities offered to them in this village school.

Objectives

The SEND Policy of the ANY school reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

*Ensure the Equality Act 2010 duties for pupils with disabilities are met.

- *To enable pupils with special educational needs to have their needs met.
- *To take into account the views of the pupils with special educational needs.
- *To encourage and maintain good communication and genuine partnerships with parents/carers of children with special educational needs.
- *To facilitate full access to a broad, balanced, relevant and age- appropriate education, including full access to both the Foundation Stage and the subsequent years of the National Curriculum for pupils with special educational needs, thus ensuring that all our SEN learners make the best possible progress physically, emotionally, socially and intellectually.
- *In conjunction with our Health and Safety Policy, we aim to make arrangements to support pupils at school with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- *To implement a graduated approach to meeting the needs of pupils using the ASSESS,PLAN, DO, REVIEW process.
- *Continue to develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- * Continue to employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- *Continue to set appropriate individual learning goals based on prior achievement, high aspirations and the views of the learner and family.
- *To share expertise and good practice across the School and the local Learning Community through Continuous Professional Development and SEN meetings (CPD).
- *To make efficient and effective use of school resources - both human resources and material resources and to be financially accountable for both.
- *To have regard to the Code of Practice (2014) for the identification, assessment, support and review of Special Educational Needs for all the children in the School.
- *To have regard to guidance detailed by Devon County Council.

AREAS OF SPECIAL EDUCATIONAL NEED

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognitive and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Cognition and Learning needs include:-

- *Specific learning difficulties (SpLD)
- *Moderate learning difficulties (MDL)
- *Severe learning difficulties (SLD)
- * Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may be diagnosed with the following SEMH difficulties:

- * ADD - Attention Deficit Disorder
- *ADHD - Attention Deficit Hyperactive Disorder
- *Attachment Disorder
- Autistic Spectrum difficulties

Communication and Interaction Needs.

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, and language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- *Speech, language and communication needs (SLCN)
- *Autism (including Asperger Syndrome)

Sensory and /or Physical Needs.

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

*Visual impairment (VI)

*Hearing impairment (HI - including Deaf and hearing impairment)

*Multi-sensory impairment (MSI - sometimes referred to as Deafblind)

*Physical disability (PD).

A Graduated Response to SEND

Early Concerns.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or their progress falls behind that of their peers, additional support will be provided under the guidance of the Class Teacher.

Adequate progress could be defined as:

*Being similar to that of peers.

*Matching or being better the pupils' previous rate of progress.

*Closing the attainment gap between the pupil and their peers.

*Preventing the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the Class Teacher will work with the Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. The new Devon graduated Response tool will be important in this process.

At all times the School Staff and the Child's Parents/Carers will work together to support the Child as regular and consistent communication between all parties involved is of paramount importance.

Appendix C "Increasing Accessibility Strategy" gives us a framework for Targets, Strategies, Timeframe and Goal achievements.

In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's area of weakness.
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- *Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- *Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

The progress made by all pupils will be regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN Support** will take the form of a four-part cycle through where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This known as **the graduated approach - assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. The termly Provision Maps set up for each class will show the extra provision for individual children across all areas of learning and outcomes and will be monitored closely. Feedback will be used to inform subsequent interventions and starting points on the next map.

This information will be shared with parents at the termly parent meetings with the class teacher.

Each week there will be an SEN meeting between the Class teacher and their support staff. At this time the individual profiles of the identified children with SEN will be updated. In this way a detailed running record is kept on a child's progress, educational outcomes, any outside agency involvement and any other significant information. The SENCo will also contribute to and monitor these profiles.

For those pupils with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Pupil Progress Reviews.

Graduated Response

Assess

In identifying a pupil as needing a higher level of **SEN support**, the Class Teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the Teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

The pupil's development in comparison to their peers and national data should be considered along with the Parents' views and experience, the pupil's own views and, if relevant, advice from external support services. These will be recorded on a school "My Plan" document. The school and parents/carers will meet and where appropriate, with other agencies, including those from Health and Social Care to create an up-dated "My Plan". These are known as TAC meetings (Team around the child)

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed and outcomes discussed.

Plan

*Parents/carers, with their child, will meet with the Class Teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on either an in house school "My Plan" or a "TAF "(Team around the Family form), now issued by the Early Help team in Devon, replacing the DAF documentation used previously.

*The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile records.

The support and interventions provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The Team around the child meeting will usually involve a contribution by Parents/Carers to reinforce learning at home.

Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle -

Do

*The Class Teacher remains responsible for working with the pupil on a daily basis and will work closely with all Teaching Assistants or Specialist Staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

*The SENCo will support the Class Teacher in further assessment of the pupil's needs, in the problem solving and advising on the effective implementation of support.

*The Class Teacher is responsible for the daily implementation of the Plan and will contribute to the -

Review

*There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the Pupil and their Parents/Carers.

*Parents/Carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

*Where a pupil has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial Assessment meeting.

*This review will feedback into the analysis of the pupil's needs, then the Class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the Parent and Pupil.

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with Parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is *different from or additional to* that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN support. At this point, through discussion and agreement with Parents/carers the pupil will be removed from the School's SEN register.

Statutory Assessment of Needs (EHCP)

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made the expected progress, the School or Parents/Carers should consider requesting an Education, Health and Care Plan (EHCP) needs assessment. The evidence gathered through the regular review of the My Plan of TAF will help the Local Authority (LA) (Devon) in determining when this statutory assessment of needs is required.

N.B. If at the present time, a child holds a Statement of Special Educational Needs - the previous definition for EHCP, this will be replaced by a Education, Health and Care Plan by 2017.

Where a Pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the Plan every twelve months as a minimum. Schools have a duty to co-operate so Cockwood School will hold Annual Review Meetings on behalf of Devon LA completing the appropriate paperwork for this process and lodging a copy of the Review with the Local Authority and the Parents/Carers.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows our School's assessment and monitoring Calendar - see School Improvement Plan (SIP) SEND and SEN Calendar which is part of the SIP document. (Appendix A)

In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to Teaching Staff, Teaching Assistants and Mealtime Assistants where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

At Cockwood School, we value and accept the positive role and contribution our Parents/Carers make. We make every effort to work in full co-operation with our Parents/Carers, recognising and respecting their roles and responsibilities. Our Parents/Carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, our School endeavours to provide all our Parents/Carers with the relevant information so that they can reinforce learning at home - We encourage all our Parents/Carers to be involved in the life of the School, this is especially valuable for Parents/Carers with a child with SEN as there is much valuable support from other Parents in daily contact with each other and through the many social events organised by the Parent Friends Association (PFA), the Parent Forum, the Parent website, the Governors website and the general welcoming friendship and support offered by everyone working in the School.

At Cockwood School we aim to support Parents/Carers so that they are able to:

*Feel fully supported and taken seriously should they raise a concern about their child.

*Recognise and fulfil their responsibilities as Parents/Carers in order to play an active and valued role in their child's education.

*Understand procedures and documentation.

*Make their views known about how their child is educated.

*Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/Carers of a child with SEN support will have the opportunity to meet with the SENCo at least three times a year and our School Staff are happy to have informal contact whenever it is needed.

Parents/Carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/Carers are also encouraged to visit the Devon County Council `Local offer website` [HYPERLINK "http://www.devon.gov.uk/send" www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, carers are accorded the same rights and responsibilities as parents. The School has both an appointed member of Staff and a Governor for Looked after Children.

Pupil Voice

At Cockwood School we hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings, at the end of a targeted intervention and through pupil surveys. We ask all our pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies.

Cockwood School is supported by a wide range of different agencies and teams. Our Governors' Annual Report for SEND at Cockwood School contains details of the work of the SEN care at the School and the outcomes for the children.

Transition

For all our children and our SEN children in particular, a change of school, class and staff can be an exciting but anxious time for everyone. At Cockwood we endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. When a child with SEN is transitioning to the secondary phase we will arrange some extra transition visits for the child to visit their new school, alongside organising meetings for key Staff of the receiving schools to get to know the children and their carers.

Training and Resources.

Allocation of resources

Resources are allocated to support children with identified needs as stated previously.

Each year provision is mapped in the SIP (School Improvement Plan) SEND and Send Calendar section of the Plan.(Appendix A)

Each term, we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change responding to the changing needs within our classes.

This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups or for individuals.

Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

All Staff at Cockwood School engage in continuous updating of their skills, knowledge and expertise. This can be through Staff meetings and staff training 'in house' working alongside other teachers and staff of schools within the Dawlish Learning Community or attending County run courses with the Babcock training teams.

All Staff have regular CPD meetings and the progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.

There is a regular slot in the Staff meetings agenda for SEND input and class provision mapping.

Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train Staff in the use of specific interventions.

As a School, Cockwood values the peer support and guidance which is available daily for all staff in the School and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the School's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the School could make a request for **Additional Resource** using a top up funding form, Element Three. However more recently we have been informed that this extra layer of funding SEN has been withdrawn by the LA.

Therefore if a child presents with high needs and needs a high level of resourcing the school will make an application for an EHCP.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to Parents/Carers as a personal budget for them to commission their own provision for their child under certain conditions.

Roles and Responsibilities.

Provision for pupils with special educational needs is a matter for the School as a whole. In addition to the Governing Body, Head teacher and SENCo, all members of Staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice 2014 to:

*use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's Special Educational Needs.

*ensure that children and young people with SEN engage in the activities of the School alongside pupils who do not have SEN.

designate a teacher to be responsible for coordinating SEN provision - the SEN coordinator, or SENCo.

*inform parents/ carers when they are making special educational provision for a child.

*prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher

The Head teacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on Special educational Needs issues. The Head teacher will work closely with the SENCo and the Governor with responsibility for SEND.

SENCo

In collaboration with the Head teacher and governing body, the SENCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordinates the provision for individual children, working closely with Staff, Parents/Carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustains effective teaching.

The SENCo liaises and collaborates with Class Teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

Overseeing the day-to-day operation of the SEND policy.

Co-coordinating provision for SEND pupils and reporting on progress.

Advising on the graduated approach to providing SEN support - Assess, Plan Do Review.

Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Monitoring relevant SEN CPD for all Staff

Monitoring the work programmes and time tables of the Teaching Assistants.

Overseeing the records of all the children with special educational needs and ensuring they are up to date.

Liaising with Parents/Carers of children with special educational needs.

Contributing to the in-service training of Staff.

Carrying out annual appraisals for all support staff.

Being a point of contact with external agencies, especially the local Authority and its support services.
Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.

Liaising with potential next providers of education to ensure a pupil and their parents/Carers are informed about options and a smooth transition is planned.

Monitoring the impact of interventions provided for pupils with SEND.

Leading on the development of high quality SEND provision as an integral part of the School Improvement Plan.

Working with the Head teacher and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff.

All Staff are aware of the School's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Teaching Assistants will liaise with the Class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response,(assess.plan.do,review).

Our Catering Staff and Mealtime Assistants are aware of any special dietary needs of children.

Our Administrator is fully cognizant of all our children and any special needs they may have; she is often the first point of contact on telephoning the School and her tact and discretion can be relied upon at all times.

Meeting Medical Needs.

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way using the My Plan paperwork.

For those pupils with an Education, Health and Care plan (EHCP) any health and social care needs will be reviewed as well as any special educational provision.

At Cockwood School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the School will comply with its duties under the Equality Act 2010. (See School medical policy)

Children in Hospital

The member of Staff responsible for ensuring that all pupils with health needs have proper access to education will liaise with other agencies and professionals e.g. medical agencies, Hospital schools, , as well as parents/carers to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

School Improvement Plan and Send Information Report

Our SEND Information Report (school offer) is available on our school web site within the SEND page. The SEN policy and appendices are also found on this page

It is the legal duty of `governors to publish information on the school website about the implementation of the policy for pupils with SEND. This information will be up-dated annually and any changes to the information occurring during the year will be updated as soon as possible. Appendix A contains the current Action plan for SEND (as listed in the School Improvement Plan) and will contain future years' reports as evidence of SEND provision and outcomes.

MONITORING AND ACCOUNTABILITY.

Accessibility

The School is compliant with the Equality Act 2010 and Accessibility legislation. Parents of a child with mobility problems wishing their child to come to the School should contact the School and view the site as soon as possible for suitability.

Storing and managing Information

Pupil SEND records will be kept in accordance to the DFE guidance contained in "Statutory policies for Schools" (February 2014) ([HYPERLINK "https://www.gov.uk/government/uploads/system/uploads/attachment"](https://www.gov.uk/government/uploads/system/uploads/attachment)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding and resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal.

Parents/carers have a right to appeal to a SEND tribunal at any stage.

APPENDIX

Appendix A - School improvement Plan SEN Action Plan
SEN Calendar 2017/18.

Appendix B - Increasing Accessibility Strategy.

September 17..