



# Cheam Park Farm Primary Academy



## SEND Policy

### Statement of intent

This policy outlines the framework for Cheam Park Farm Primary Academy to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our pupils with SEND.

Through the implementation of this policy we aim to eliminate discrimination, promote equal opportunities, and foster good relationships between pupils with SEND and pupils without SEND.

Cheam Park Farm Primary Academy will work with the London Borough of Sutton (Local Authority, LA), within the following principles which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

### 1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Children and Families Act 2014 (and related regulations)
- The Health and Social Care Act 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- SEND code of practice 2014

1.2. It will also take into account statutory and non-statutory related guidance, including, but not limited to the following:



- SEND Code of Practice 0-25
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Schools Admissions Code of Practice
- Reasonable Adjustments for Disabled Pupils

## 2. Definitions

- 2.1. In this policy, SEND signifies Special Educational Needs and/or Disabilities.
- 2.2. The SEND Code of Practice states that a child of compulsory school age has a special educational need if he/she has:
- Significantly greater difficulty in learning than the majority of others of the same age.
  - A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 2.3. Under the Equality Act 2010, a disability is “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

### Four Main Areas of Need:

Staff may be alerted that a pupil may have SEND if difficulties are identified in any of the four areas of need below:

Language and Communication  
 Social and Emotional  
 Physical Needs  
 Cognition and Learning

## 3. Objectives

- 3.1. Cheam Park Farm Primary Academy plans to adhere to the core aim of this policy by achieving the following strategic and measureable objectives:
- To follow the graduated approach outlined in the SEND Code of Practice.
  - To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

To ensure that:-

- all children at Cheam Park Farm Primary Academy are valued equally, irrespective of ability, race, gender and social economic factors.
- all our children are given maximum possible access to a broad balanced and differentiated curriculum including the National Curriculum and Early Years Foundation Stage.

- our aims of education are the same as those for all children: to help them achieve their personal best. We recognise that the help children need in progressing towards their aims will be different.
- children with difficulties have their particular needs recognised and addressed as early as possible to ensure that they experience success.
- all teachers identify and meet the SEND of children. In this they will follow a graduated approach working collaboratively with colleagues in school, the child and their parents and agencies outside the School when appropriate.
- the curriculum for children should be matched to their special educational needs and disabilities and delivered in such a way that access to their peers and community is maintained.
- consideration of SEND crosses all curriculum areas and all aspects of teaching and learning. Good special needs practice is good practice for all children.

#### **4. Admissions**

4.1. Cheam Park Farm Primary Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without an EHC plan.

4.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and must be published on the academy website.

#### **5. Roles and responsibilities**

5.1. The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a child or young person's SEND.

- Designate an appropriate member of staff to be the SEND coordinator (SENDCO) and have responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after children', where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with disabilities and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school plans to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Prepare the SEND information report and publish it on the website.

**5.2.** The Headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.

- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

### 5.3. The SENDCO must:

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.

- Liaise with the relevant, designated teacher where a looked after child has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one-page profile of the child or young person with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents of children with SEND that SEND provision is being made where the child does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a child's particular strengths and weaknesses, and advise on effective implementation of support.

**5.4. Class/subject teachers must:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment through Quality First Teaching.

- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, with an aim that every pupil with SEND will have access to the full National Curriculum
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

## **6. Involving pupils and parents in decision making**

- 6.1. Parents of pupils with SEND are encouraged to share their knowledge of their child; the Headteacher and the SENDCO should give them the confidence that their views and contributions are valued.
- 6.2. Parents will always be formally notified when the school provides their child with SEND support.
- 6.3. Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:
  - Focus on the child or young person as an individual, not their SEND label.
  - Be easy for children, young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon.
  - Highlight the child or young person's strengths and capabilities.
  - Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
  - Tailor support to the needs of the individual.
  - Organise assessments to minimise demands on families.
  - Bring together relevant professionals to discuss and agree together the overall approach.
- 1.2. Cheam Park Farm Primary Academy will provide parents with an annual report on their child's progress.
- 1.3. The class teacher, supported by the SENDCO, will meet with pupils, and parents of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parent responsibilities.

## **2. Joint commissioning, planning, and delivery**

- 2.1. Cheam Park Farm Primary Academy will collaborate with the LA in the exercise of its duty to work together with health and social care providers by:
  - Identifying improved system outcomes in consultation with pupils and their parents by:

- Taking early steps to prevent discrimination and hardship.
  - Ensuring early identification/recognition.
  - Enabling access to services for pupils and their families.
  - Establishing how transitions between life stages and settings will be managed, including from early years to primary education and transfer to other schools.
  - Establishing how provision and support services will enable pupils to prepare for their future adult life
- 2.2. Cheam Park Farm Primary Academy will monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for children and young people with SEND.
  - Increasing the proportion of children with SEND whose needs are identified prior to school entry.
- 2.3. Where pupils with SEND also have a medical condition, their provision should be planned and delivered in coordination with the healthcare plan.
- 2.4. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

### **3. Funding**

- 3.1. Cheam Park Farm Primary Academy will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
- 3.2. Personal budgets are allocated from the LA's high needs funding block and Cheam Park Farm Primary Academy will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

### **4. Local Offer**

- 4.1. Cheam Park Farm Primary Academy will cooperate generally with the LA and local partners in the development and review of the Local Offer.

### **5. Identification**

- 5.1. To identify pupils with SEND, the class teacher will assess each pupil's current skills and levels of attainment on entry.

- 5.2. Class teachers, supported by the senior leadership team, should seek to identify pupils making progress:
- Significantly slower than their peers
  - Which fails to match or better their previous rate of progress
  - Which fails to close an attainment gap between the child and their peers
  - Which is widening the attainment gap
- 5.3. Where a pupil's progress meets the above criteria, or is less than expected, the class/subject teacher and the SENDCO should assess whether the child has SEND, and this assessment must be reviewed regularly. This process is adopted from the Code of Practice and is our whole school monitoring for tracking progress.

## **6. Graduated approach**

Cheam Park Farm Primary Academy will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs.

If there is a lack of progress then the identification of SEND needs begins.

## **7. Assessment**

- 7.1. Cheam Park Farm Primary Academy will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.
- 7.2. Consideration of whether SEND provision is required should start with the desired outcomes and the views of the parents and pupil.
- 7.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 7.4. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- 7.5. In tracking the learning and development of pupils with SEND, Cheam Park Farm Primary Academy will:
- Take account of the views of the parents and child when making decisions.
  - Set pupils stretching targets.
  - Track their progress towards these goals.
  - Review additional or different provision made for them.
  - Promote positive personal and social development outcomes.
  - Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

- 7.6. Detailed assessments should identify the full range of the individual's needs, not just the primary need.
- 7.7. Where possible, pupils' needs should be defined under the SEND Code of Practice broad areas of need:
- Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- 7.8. Where a pupil continually makes little or no progress, or is working substantially below expected levels, Cheam Park Farm Primary Academy will inform parents of any initial concerns regarding their child's progress.

## **8. Education, health and care (EHC) plans**

- 8.1. Cheam Park Farm Primary Academy will meet its duty to respond to the LA within 15 days, if it is named on a pupil's EHCP.
- 8.2. The school will admit any child that names the school in an EHCP.
- 8.3. The school will ensure that all those teaching or working with a child named in an EHCP, are aware of the pupil's needs and that arrangements are in place to meet them.
- 8.4. If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment.
- 8.5. Cheam Park Farm Primary Academy will take steps to ensure that young people and parents are actively supported in developing and reviewing EHCP.

## **9. Reviewing an EHC plan**

- 9.1. Cheam Park Farm Primary Academy will:
- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
  - Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
  - Seek advice and information about the pupil, prior to the annual review meeting, from all parties invited.
  - Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
  - Cooperate with the LA during annual reviews.

- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least seven months before transfer to another phase of education.

## **10. SEND tribunal**

10.1. Cheam Park Farm Primary Academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

## **11. Transitions**

11.1. Cheam Park Farm Primary Academy will engage with other schools to check the children transfer as necessary.

11.2. Cheam Park Farm Primary Academy will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions.

## **12. Data and record keeping**

12.1. Cheam Park Farm Primary Academy will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.

12.2. Cheam Park Farm Primary Academy keeps data on the levels and types of need within the school and makes this available to the LA.

12.3. The SEND information report must be agreed by the governing body, and must be published on the school website; it must include all the information outlined in the SEND Code of Practice.

## **13. Confidentiality**

13.1. Cheam Park Farm Primary Academy will not disclose any EHC plan without the consent of the pupil's parents, with the exception of disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

### **Monitoring and Review**

This policy is monitored by the Governing Body and will be reviewed every year, or earlier, if necessary.

Adopted by staff and governors (Spring 2020)

Signed..... Date..... Date of next review (Spring 2021)