



## Special Educational Needs and Disability Policy 2022/23

At Catton Grove Primary School, we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome comments from parents and stakeholders on our policy, so please do contact us. The best people to contact are:

Headteacher: Catherine Lorne [head@cattongrove.norfolk.sch.uk](mailto:head@cattongrove.norfolk.sch.uk)

SENCO: Cathy Bryan [senco@cattongrove.norfolk.sch.uk](mailto:senco@cattongrove.norfolk.sch.uk)

Governor with SEND responsibility: Darren Woodward [darren@oakgrovecommunity.co.uk](mailto:darren@oakgrovecommunity.co.uk)

At Catton Grove Primary School, we provide a broad, balanced and creative curriculum for all children in a safe, stimulating and caring environment. Although we work as one, we understand our school is a community of individuals with particular and diverse needs, who will learn, develop and grow in very different ways.

In planning and teaching, our staff set suitable learning challenges for, and respond to this diversity of need, which includes, but is not limited to, Special Educational Needs.

This policy builds on our School Inclusion Policy, which recognises the need for equal opportunities for all learners.

Additional information about the implementation of this policy can be found in our SEN Information Report. This is part of the Local Offer for learners with SEND.  
([www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer))

### **Definitions**

The 2015 SEND Code of Practice states that:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:*

*has a significantly greater difficulty in learning than the majority of others of the same age: or has 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 or mainstream post-16 institutions”*

Not all vulnerable learners will have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress with their learning, we will intervene.

### **Areas of special educational need**

At Catton Grove Primary School, we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and / or Physical.

### **Legal Framework**

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children’s Act 1989.

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available online.

### **Aims of this Policy**

- To work within the guidance outlined in the SEN Code of Practice 2015 and adhere to expectations from the Local Authority

- To identify and put in place appropriate provision for pupils who have special educational needs and disabilities
- To operate a whole school approach to the management and provision of support for special educational needs that considers all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents and carers have a clear understanding of how the school supports pupils with special educational needs and their own involvement in this
- To provide support and advice for all staff who support pupils with special educational needs
- To ensure that our approach to planning and provision is person-centred, and that children have an active voice in the process

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. (Please see school's Admissions Policy.) We welcome applications for admission from parents of children with mobility difficulties – since September 2008 our school building has complete wheelchair access. The Governors would make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

### **The role of the SENCO**

- oversees the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- advises on the graduated approach to providing SEND support
- supports and advises colleagues
- oversees the records of all children with special educational needs
- liaises with parents of children with SEND, in conjunction with class teachers
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- contributes to the professional development of all staff

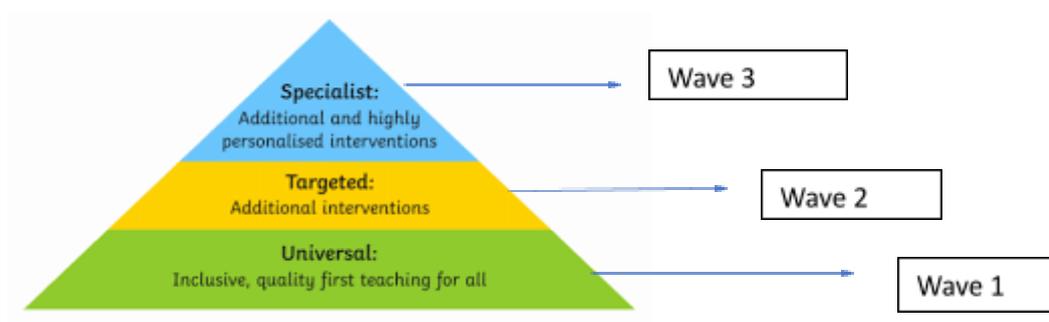
### **Governors**

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

## **Identification and Assessment**

Provision for Children with Special Educational Needs at Catton Grove Primary School is made up of 3 waves.

Each child is assessed individually and decisions are made about what kind of intervention, or combination of interventions, will best meet the needs of the individual.



Wave 1- The primary type of intervention is Quality First Teaching within inclusive classrooms drawing on the knowledge and understanding of how teaching can be improved for all children by incorporating strategies used to help children with a variety of Special Needs e.g. Visual Timetables, clear instructions, tasks divided into manageable chunks. This will include children with SEN support.

Wave 2- Alongside wave 1 we run intervention groups that are targeted to improve specific skills or deal with specific barriers to learning which can best be successful if children work with an adult in a quiet space. These groups are run by teaching assistants working alongside teachers. This will include children with SEN support. If the child is still failing to make adequate progress with this level of SEN support, a more in-depth assessment may take place to find out what the child's special educational needs are and what special help the child needs. People involved in this process may include parents, school members, doctors, specialist teachers, educational psychologists & social services.

Wave 3- If the child needs an individualised programme of support then the school or parents may apply for an Education, Health and Care Plan (EHCP). The children will receive individualised support whether or not they receive an EHCP.

## **Record Keeping**

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection 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.

## **Individual Learning Plans and One Page Profiles**

When a child is added to the Special Educational Needs and Disability register, their class teacher may consult with parents to produce an Individual Learning Plan. This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The Individual Learning Plan will include:

- Strengths and Successes.
- Realistic, time limited, measurable targets.
- The nature of the provision made.
- Pupil, parent and teacher views.

The Individual Learning Plan is a working document which is reviewed termly as part of our graduated response to Special – Assess, Plan, Do, Review.

Additional needs may be recorded within a One Page Profile, produced by a member of staff in consultation with the child so that the pupil voice is elicited.

The One Page Profile will include:

- What others like and admire about the child
- What the child is good at
- How the child wants to be supported

The One Page Profile is reviewed at least termly as part of our graduated response.

## **Review of SEND Policy**

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Catton Grove Primary School and the policy will be regularly updated to reflect current legislation and practices.