



Special Educational Needs Policy

Cherry Hinton C of E Primary School

March 2025

Reviewed and Ratified by:	Full Governing Body
Date:	March 2025
Next Review Date	March 2026 (Annually)

Introduction

Cherry Hinton Church of England Primary School has a named Special Education Needs Co-ordinator (SENCo) Suzanne Cooper and a named governor responsible for Special Educational Needs (SEN) Karin Voth Harman. They ensure that Cherry Hinton C of E Primary School's SEN Policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Authority and other policies within the school. This policy has been written as guidance for staff, parents/carers and children.

Aim

Our overarching aim is to create an environment that meets the SEN of each child in order that they achieve their full potential.

Staff will use their best endeavours to make sure that children with SEN get the support they need and that they engage in activities alongside pupils who do not have SEN.

Objectives

1. To work within the guidance provided in the SEN Code of Practice, 2014.
2. To monitor the progress of all children in order to identify those who may have SEN as early as possible.
3. To provide appropriate support for children identified as having SEN
4. To monitor the support being provided to ensure progress is being made.
5. To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum, wherever possible.
6. To identify the roles and responsibilities of all staff in providing for children's special educational needs.
7. To provide targeted continuing professional development in order to ensure a high level of staff expertise.
8. To seek the views of the children and their parents/carers when planning and reviewing their provision.
9. To work in co-operation with the Local Authority and other outside agencies, when a multi-professional approach to meeting the needs of children is required.

Identifying Special Educational Needs

All children are entitled to receive High Quality Teaching, at our school lessons are regularly monitored to ensure this is in place. However, despite High Quality Teaching some children are unable to make expected progress.

Class teachers regularly assess the progress made by all children in their class. This allows them to identify any pupils who are making less than expected progress. In addition, the Senior Leadership Team (including the SENCo) look at the progress being made by all children in the school and identify those who may require additional support. Lack of progress may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The Code of Practice states: *'It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs.'*

Having identified children that are making less than expected progress, the first step is for the teacher to put in place additional support that is targeted at the child's area(s) of weakness. This support may consist of many things including:

- Individual or small group work with the Class Teacher or a Teaching Assistant in order to access the current class task or to target gaps that have been identified.
- Use of practical resources, e.g. Numicon and other maths equipment.
- Use of writing supports, e.g. writing frames, word cards, sentence starters, sound cards, prompts etc.

- Use of task planners to break tasks down into smaller chunks.
- Use of electrical equipment, e.g. laptop, ipad, spell checkers etc.
- Use of visual timetables.
- Work stations.
- Adult prompts to keep the child focused.

An intervention programme may be identified to help a child/group of children to 'catch up', which may be delivered out of class in a small group. If a teaching assistant provides this support, the child's class teacher remains responsible and accountable for the child's progress and development. At this point, in our school, the child is not necessarily placed on the SEN register, as at this stage as it is not always clear whether the child has SEN.

Not all children making less than expected progress will have SEN; many things can impact on a child's progress and attainment, including the following:

- Bereavement
- Attendance and Punctuality
- Health and Welfare of the child and their family
- English as an Additional Language (EAL) – Difficulties related solely to having EAL are not SEN.
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Disability – The code of Practice 2014 states that *'Many children who have SEN may have a disability under the Equality Act 2010, that 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..... Children and young people with such difficulties do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'*

If despite targeted support, the child's progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. The child may be identified as having SEN at this point, or further discussions/assessments/interventions may need to take place before a decision can be made.

The SEN Code of Practice 2014 states:

'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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or 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 or 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.'*

There are four areas of Special Educational Needs described in the Code of Practice (2014):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Mental and Emotional Health (SEMH)
- Sensory and/or Physical Needs

N.B. Identifying behaviour as a need is no longer an acceptable way of describing SEN, if a school has any concerns relating to a child's behaviour they must identify the reason for the behaviour.

The SEN Code of Practice 2014 states that *'The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.'*

A Graduated Approach to SEN Support

The Code of Practice 2014 outlines a graduated response to pupils identified as having SEN. This response is seen as action that is additional to or different from the provision that is made as part of the High Quality Teaching offered to all. If a child is identified as having SEN in one or more of the areas mentioned in the previous section, they are placed on 'SEN Support', put on the 'SEN Register' and a four part cycle, known as the graduated approach, begins for the child. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the pupil grows. The four parts of the cycle are 'Assess, Plan, Do, Review', below is a summary of what each part looks like in our school.

- **Assess** – In order to assess the child's needs, we take into consideration all the information from discussions with parents/carers, the child and the adults working with the child, as well as information from observations and assessments. We have an 'SEN Support Meeting' for each child, where some of this information is gathered. At the meeting, school staff will share what they perceive to be the child's strengths and what they feel the child's barriers to learning/areas for development to be. The child's views will also be shared and the parents/carers will have the opportunity to share their views. If an external agency is involved with the child their views will also be taken in to account.
- **Plan** - This stage involves identifying the outcomes/next steps and deciding what additional support needs to be provided in order for the child to achieve these. If a professional from an external agency is involved with the child, their advice will be taken in to account. The additional support that is identified may be provided in class and/or out of class. A specific evidence based intervention may be identified, e.g. Expanded Rehearsal Technique (ERT), 1st Class @ Number, Success @ Arithmetic, Shared Attention, Sensory Circuits etc. Sometimes a bespoke intervention is put in place. Where relevant, support that parents/carers can provide at home will also be identified. The outcomes/next steps and the support required are agreed at the SEN Support Meeting and are recorded on the child's SEN Support Plan. Parents/carers receive a copy of the plan, and a copy is kept in class for all adults supporting the child to refer to.
- **Do** – The agreed support is put in place. Although the class teacher remains responsible and accountable for the child's progress and development, a Teaching Assistant (TA) may be involved in delivering some of the support and the SENCo will be involved in monitoring the support they provide. If the child receives support out of class the SENCo, the TA delivering the support and the class teacher will work together to ensure that the child transfers the skills learnt during the intervention in to class.
- **Review** – This stage informs the next cycle of 'Assess, Plan, Do, Review'. Approximately a term after the SEN Support Meeting has taken place there will be another one. This meeting will take place in order to review the impact of the agreed support and to plan the next steps. In some cases the child may have made the required amount of progress and may no longer need an SEN Support Plan. Where this is not the case the next set of outcomes/next steps for the child will be agreed as will the support the child needs to achieve these. Also at the review the following may happen:
 - **Further assessment** – If at review it is decided that further assessment needs to take place, the SENCo or other trained staff member will do this and the outcomes of the assessment will be used to inform the next stage of the support.
 - **Support from external agencies** - If the child goes through several 'Assess, Plan, Do, Review' cycles and continues to make less than expected progress, despite evidence-based support having been put in place, advice from external agencies may be sought, e.g. SEND Services (Educational Psychologists, Specialist Practitioners and Specialist Teachers), Speech Therapists etc. (See SEN Information Report for more details). Most of the agencies have thresholds and a child can only be referred to them if they meet their thresholds. In most cases, a referral form will need to be completed to access this support. Parents will be involved in the referral process. Not all referrals are successful, but if an external agency does become involved, advice given will be shared with all those supporting the child, including parents.
 - **Education Health and Care Needs Assessment** - Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider making a request to the Local Authority for an Education, Health and Care needs assessment. To inform it's decision the Local Authority will expect to see evidence of the action that has been taken as part of SEN Support. The request may result in an Education Health and Care assessment

taking place, the request does not always result in an Education Health and Care Plan (EHCP).

Managing the needs of pupils on the SEN Register

All children identified as having SEN are asked to share their views about the things they do well, the things they find tricky etc. Their views are noted on their SEN Support Plan and shared at their SEN Support Meetings.

For all children placed on 'SEN Support' parents are given an opportunity to attend an SEN Support Meeting once a term. At these meetings the child's views, the school's views and the parents/carers views are shared in order to gain as full a picture as possible of the child's strengths and their needs. Outcomes/next steps are agreed by all at the meeting, as is the support that will be in place to achieve the targets.

Children with an EHCP will share their views in their Annual Review meetings, in person if they wish to/are able to.

Criteria for exiting the SEN Register

At the 'SEN Support' meetings, the progress the child has made towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared. In most instances it is expected that new outcomes/next steps will be identified. However, in some cases the child may have made the required amount of progress and no new outcomes can be identified. When this is the case, the child no longer needs an SEN Support Plan and they are removed from the SEN Register.

When a child no longer requires an SEN Support Plan, the class teacher will continue to monitor them closely. If, at any point it is felt that the child once again requires support that is additional to the High Quality Teaching offered to all children, a SEN Support Meeting will be held, a new SEN Support Plan will be created, they will be placed back on the SEN register and the Assess, Plan, Do, Review cycle will begin again.

Supporting Pupils and Families

- **Admission arrangements :**
 - We follow the Local Authority admissions guidance. Our school admission arrangements can be found on our school website.
- **SATs Access Arrangements** - Some children will qualify for special arrangements in order to help them access the Key Stage 2 SATs tests. The school must follow government guidance with respect to access arrangements. These guidelines are updated annually and may be found on: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>
- **Supporting pupils with transition** - We work closely with parents/carers, children and staff to ensure transitions run as smoothly as possible.
 - If a child is joining us from another nursery/pre-school or school, a transition meeting/phone call will take place to allow staff from the child's current setting to share information with staff in our setting. Records will be requested and shared with all relevant staff. All children entering Nursery/Reception have the opportunity to visit the school before they start, the child and their parent/carer may be given opportunities for additional visits if necessary. We consider transition arrangements on an individual basis to ensure needs are met and transition is as smooth as possible.
 - When a child starts a new class or Key Stage in the school they will be given opportunities to meet their new teacher and to spend time in their new class. If they would benefit from frequent visits to the new class this can be arranged. At the end of each year, each teacher meets with next class teacher to share information about the children in their class. Each class teacher has a confidential SEN File, which is passed on to the next class teacher at the end of the academic year.
 - If a child moves to another school, we will liaise with the SENCo and/or class teacher from the child's new school to pass on any relevant information. Will make sure that all their records are passed on as soon as possible.
 - When children move to Secondary School, they all take part in some transition work. Some children may also take part in a small transition group. The SENCo and class teacher will meet with staff from the secondary school to discuss the needs of the

children with SEN/D. All children will visit their new school, where necessary additional visits can be arranged.

- **Support available for pupils from external agencies** - There are a variety of external agencies that we can access to support pupils, including the following:
 - SEND Services (Educational Psychologists, Specialist Practitioners and Specialist Teachers)
 - Sensory Services for children with visual or hearing impairment
 - Speech and Language Therapy (SLT)
 - School Nurse
 - Occupational Therapy (OT)
 - Physiotherapy
 - Community Paediatricians
 - Emotional Health and Wellbeing Team
 - Child Adolescent and Mental Health (CAMH)

Most of the agencies have thresholds and a child can only be referred to them if they meet their thresholds. In most cases a referral form will need to be completed to access this support, in some instances this is an Early Help Assessment (EHA), in other instances the agencies have their own referral forms.

- **Support for pupils emotional health and wellbeing** - We have several things in place to support pupil's wellbeing including the following:
 - We have a robust Child Protection Policy in place, we follow Cambridgeshire and Peterborough Safeguarding Children Partnership Board guidelines and all staff receive regular updates.
 - We have a Positive Behaviour Policy in place. We are using restorative approaches as part of this - which allows the children to reflect on what happened, what they were thinking, who was affected and what needs to happen to put things right.
 - We have an Intimate Care Policy, which details how we provide personal care for children who require it.
 - All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum to support these areas of development.
 - Our school based Family Support Worker provides support for children and their families.
 - We have a Mental Health First Aider (Rebecca Dawkins) who receives regular training throughout the year and delivers training to other staff.
 - There are a number of ways for children across the school to share their worries. In some classes there is a 'Talk Bubble' which children can write their name on if they want to speak to an adult. In others there is a 'Worries Box/'Worry Puffle' - children can write down their worries and put them in the box. The teacher will then speak to them at an appropriate point about their worries. Classes also have 'Feelings pencils' charts which relate directly to the book 'The Colour Monster'. The children can use these to show how they are feeling at the start of the day and throughout the day if they wish to.
 - All classes have a SEAL area either in or just outside their class, which children are encouraged to access when they need a quiet space/some time out.
 - 'The Gold Book' is used to celebrate children's achievements.
 - Children from upper Key Stage 2 are trained as 'Peer Mediators' they are available to help children resolve any issues that arise during break times.
 - Some children take part in a small group to increase their social communication/interaction skills/self-esteem/resilience.
 - Some children work with our school based Family Support Worker (Louise Saunders) to support their emotional health and wellbeing. Louise is also a trained Emotional Literacy Support Assistant (ELSA).
- **Support for families:**
 - We have a school based Family Support Worker (who is a trained Emotional Literacy Support Assistant – ELSA). She supports children with their Social, Emotional and Mental Health needs, she can also work with the families to offer support and guidance.
 - Parenting support and courses can be accessed through the school's Education Inclusion Family Worker (EIFA).

- The SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should families need it [SEND Information Hub \(Local Offer\) | SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SENDIASS)
- The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The LA refer to this as the 'SEND information Hub (Local Offer)'. The intention of the SEND Information Hub' (Local Offer) is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. If you have specific questions about the Cambridgeshire Local Offer, please go to [SEND Information Hub \(Local Offer\) | What is the SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SENDIASS)
- It is a statutory requirement for schools to publish a SEN Information Report. Ours is published on our school website.

Supporting pupils at school with medical conditions

- The school has a policy for supporting pupils at school with medical needs, which can be found on the school website.

Monitoring and evaluation of SEND

- Progress is continually monitored by the class teacher, assessments and observations.
- Data is analysed by the Senior Leadership Team (which includes the SENCo).
- The SENCo (and other members of SLT) have regular discussions with the class teachers and teaching assistants.
- If an intervention is identified to support the child, the child's progress will be monitored throughout the intervention and additional support will be provided if necessary.
- SEN Support Plans are reviewed termly in order to look at the progress children are making towards achieving their agreed outcomes and to identify next steps.
- If a child has had an Early Help Assessment (EHA), regular Team Around the Family (TAF) meetings will be held, if relevant and their progress will be shared at these meetings.
- If the child has an EHCP, progress will also be shared at the Annual Review.

Training and Resources

- **Training** - All staff in school have a role in supporting children with SEN and have access to regular training opportunities to improve their knowledge and skills, see below:
 - Whole school training may be provided by an external agency or by the SENCo.
 - Staff members can attend external training courses. Where relevant the training they receive is shared with other members of staff.
 - The SENCo provides training to staff members to help them meet the needs of individual children.
 - External agencies provide advice and support to staff working with children with specific needs.
 - When teachers/teaching assistants join the school they are informed of the SEN approaches/systems that are used in school. They are also informed of the needs of the children they will be working with that are identified as having SEN and the support that these children require.
 - Training needs are identified in a variety of ways, including through the appraisal/performance management process and through general discussions with staff around the needs of the pupils in our school.
 - Throughout the year, the SENCo attends regular SEND briefings run by the Local Authority.
- **Funding**
 - The school receives funding to respond to the needs of pupils with SEN from a number of sources. A proportion of the funds allocated per pupil to the school to provide for their education, the Notional SEN Budget, the Pupil Premium funding for pupils who meet certain criteria (where they are PP and SEN). In addition, for those pupils with the most

complex needs, the school may be allocated additional funding from the Local Authority through their EHCP.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the whole school:

The Governing Body are responsible for:

- Appointing a governor to oversee the school's arrangements and provision for meeting special educational needs, including children with EHCPs.
- Ensuring that there is a qualified teacher designated as SENCo for the school.
- Ensuring there is a policy in place which has regard to the Code of Practice 2014.
- Ensuring that all teachers are aware of the importance of providing for pupils with SEND.
- Securing the necessary provision for any pupil identified as having SEND.
- Ensuring that pupils with SEND join in with school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.

The Head teacher is responsible for:

- The management of the SEN policy.
- Monitoring and evaluating the progress of all pupils, including those with SEN and making strategic decisions which will maximise their opportunity to learn.
- The provision for pupils with SEND.
- The deployment of all special educational needs personnel within the school.
- Ensuring all staff are made aware of new guidance.
- Monitoring and reporting to governors.

The Special Educational Needs Co-ordinator's [SENCO]:

As set out in the Code of Practice 2014, the key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after child has SEN.
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's designated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers and other schools
- Liaising with educational psychologists, specialist teachers, health and social care professionals etc
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education, including secondary school, to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps records of pupils with SEN up to date

In our school, this includes:

- Analysing progress of all children, in order to identify as early as possible any children which may have SEN.
- Working with teachers to decide which of the children making less than expected progress have SEN and require SEN Support.
- Attending SEN Support Meetings and working with the class teacher and the child's parents to create the SEN Support Plan for the child, which will describe the support that the child will receive that is additional to or different from that normally available to pupils of the same age.
- Assessing children to identify appropriate support and to look at progress following support.
- Providing training and support for staff.
- Observing pupils in class and during interventions out of class, in order to monitor their progress and provide additional support to staff working with them.

- Reviewing the support provided, in order to identify next steps.
- Referring children to external agencies and working with them.
- Applying for Education Health and Care Needs Assessments for children who's needs can't be met through school's resources alone.
- Assisting in the managing of TAs supporting children with SEN
- Supporting parents.
- Attending SEN Briefings for Local Authority updates, and other relevant training.

Class teachers are responsible for:

- Providing high quality teaching for **all** children, this includes providing differentiated teaching and learning opportunities to enable **all** children to access the curriculum. As the Code of Practice states: *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN'*.
- Assessing the progress of all children and analysing this in order to identify as early as possible any children who may have SEN.
- Identifying appropriate support to allow the children not making expected progress to 'catch up'.
- Liaising with TAs, if they are delivering the identified support.
- Monitoring the impact of the support provided, in order to identify if children may have SEN.
- Seeking the views of the child and their parents.
- Meeting with the SENCo if they feel a child may have SEN.
- Identifying and providing for pupils with SEN, allowing them to join in all school activities together with pupils who do not have SEN, making reasonable adjustments where necessary.
- Attending the SEN Support Meetings and working with the SENCo and the child's parents to create the SEN Support Plan for the child, which will describe the support that the child will receive that is additional to or different from that normally available to pupils of the same age.
- Ensuring that the actions agreed at the SEN Support Meeting are put in place and that all staff working with the child have access to the plan.
- Liaising with TAs delivering interventions to ensure that skills are transferred in to class.
- Liaising with any professionals from external agencies involved with a child and putting in place any recommendations they make.
- Reviewing the impact of support put in place and identifying next steps.

Teaching Assistants working with children with SEN:

- Teaching Assistants work as part of a team with the SENCo and the teachers supporting pupil's individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing the support identified on the SEN Support plan/EHCP, including delivering interventions and monitoring progress.

Accessibility

Cherry Hinton C of E Primary School seeks to promote the inclusion of students with SEN and/or Disabilities (SEND). The school is fully compliant with Disability Discrimination Act (DDA) requirements:

- The school is on one level with easy access.
- There is a disabled parking bay in the school car park.
- There is a disabled toilet with a changing area.
- We ensure wherever possible that equipment used is accessible to all children.
- When required, radio transmitters are worn by adults working with children who have hearing impairments to ensure they are fully included in the curriculum.
- Adaptations have been made to enable children with visual impairments and those with physical needs to access relevant areas of the school safely and securely.
- Quiet areas are provided for children who need a space, to support their emotional and/or sensory needs (including a sensory garden).
- We believe all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all, wherever possible. We encourage parents/carers to contact us if they have any concerns and we will do all we can to help them to take part.

Bullying

- We follow Local Authority guidelines and have in place a 'Positive Behaviour Policy', which includes a section on bullying. The policy is available on our website.

Dealing with complaints

- When an issue arises, parents should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. Most issues or concerns can be resolved very quickly, please do speak to us.
- If the parent believes that their concern has not been resolved to their satisfaction or is a more serious or sensitive nature, an appointment should be made with the Headteacher.
- Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.
- A copy of the school's complaints procedure is available on request from the school.

Storing and managing Information

- Each child on the SEN register has a pupil file. All documents relating to the pupil are stored in the file; the files are kept in a locked cupboard.
- Class teachers have a class SEN file in which they have the most recent relevant reports/plans for the children in their class; these are also kept in a locked cupboard.
- All documents move with the child when they move schools.
- Any documents that are not needed are shredded.

Policies/documents referred to in this policy

- SEN Information Report
- Complaints procedure
- Accessibility Plan
- Positive Behaviour Policy
- Medical Needs policy
- Cambridgeshire and Peterborough Safeguarding Children Partnership Board guidelines
- Child Protection Policy
- Intimate Care Policy

Reviewing the Policy

The SEN policy will be subject to a regular cycle of monitoring, evaluation and review. It will be reviewed annually.

(Last reviewed March 2025)