Safeguarding Statement

Cadmore End Combined School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Safeguarding Children section of our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

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SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1 DEFINITION AND AIMS

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- 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

Aims and objectives:

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Mrs Hannah Lawfull. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- supporting teaching assistants, in liaison with class teachers and SLT, inclusing their professional development
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The Headteacher and SENCo meet frequently to discuss SEN issues.

SEN policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping.

The SENCo meets with class teachers and teaching assistants to review progress and to give support and advice. The SENCo monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents, and pupils with Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the threshold document will be referred to and the process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

A4 ADMISSION ARRANGEMENTS

Cadmore End School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of the child or other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff:

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

All schools in Buckinghamshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans, or High Needs Funding may allocated for children at SEN Support level.

Cadmore End School , as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Cadmore End School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and a Cadmore End version of the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

The 'Levels of Support' Document summarises the process of identification, assessment, support and review.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age

- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher (together with specialists when appropriate) and involving the pupils and their parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term as part of the parent/teacher meetings, and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. Where necessary the SENCo or Head may attend these meetings, or additional meetings may be set up.

Provision:

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Categories of Special Educational Need:

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction:
    - Speech, Language and Communication needs (including speech production, Developmental Language Disorder)
    - Autistic Spectrum Disorder (including Aspergers and Autism)
- Cognition and Learning:
    - Learning difficulties
    - Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties:
    - Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).
    - Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical:
    - Hearing Impairment
    - Visual impairment
    - Physical disability
    - Multi-sensory impairment

Supporting pupils with medical conditions:

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the medical care plan. School has regard for the statutory guidance supporting

pupils at school with medical conditions (DfE, 2014). See the 'Supporting pupils with medical conditions' policy.

B3 CURRICULUM ACCESS AND INCLUSION

Cadmore End School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles, Outcome Plans and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the Buckinghamshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

The school is committed to gaining further expertise in the area of Special Needs education. Training includes school-based whole school INSET, staff meetings with SEN focus, SENCo and TA meetings/training sessions, attendance at County meetings and the reading and discussion of documents on SEN. Individual staff development can be accessed from outside institutions.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. Some of thse are free to the school, and some are paid form services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. To access assessment and advice from these services a request form must be filled in, and additional information may be required e.g. the service's own checklist, information about strategies already in use, any additional assessments done by the school.

The SENCo holds/ can access contact addresses and request forms for agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

Parents are welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. However there is opportunity for parents to discuss their child's needs, progress and strengths at Parent/Teacher Meetings and Special Needs Review meetings when needed.

Parents are involved in the initial identification of their child's needs and are part of the review process to monitor provision and progress. Where possible, parents are involved in developing strategies instigated, and we aim to support parents with their child's difficulties if necessary.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Family Support Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

Parents' views are sought when reviewing SEN provision and support in school through one to one meetings, small working groups or by questionnaires.

C4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and aim is for them to feel that their views are valued right from the start of their education. We encourage pupils to participate in their learning by being present for at least part of the review meeting, depending on their level of maturity, and by completing 'Voice of the Child' documents prior to the review meetings which focus on their successes and needs, and how best to help them . This ensures they can share their wishes and feelings with families and staff. It is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

Children's views are sought when reviewing SEN provision and support in school through one to one meetings, small working groups or by questionnaires.

C5 TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's EHC Plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.