

## ***Ely St John's Community Primary School***

### **Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) including the assessment of and provision for these pupils.**

At Ely St John's Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of 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 of these pupils.

*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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Special educational needs and disability code of practice: 0 to 25 years, June 2014, pg 4.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary.

The governors' and staff intentions are that the needs of all pupils are identified and met as soon as possible.

All pupils whether they have special educational needs and/or disabilities or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs and/or disabilities will be encouraged to become independent and take responsibility within the school. Children who are gifted (2 levels of more above age related expectations) will also have their needs considered.

In writing this policy Ely St John's Community Primary School has given full consideration to the recommendations as outlined in the Special educational needs and disability code of practice: 0 to 25 years, June 2014, the Equality Act (2010), the SEN Green Paper (2011) the Cambridgeshire SEND Strategy 2012-2016 and the 2008 SENCo regulations. We support the LA policy on inclusion and our Teaching and Learning policy is fully inclusive. (See Appendix 1 Inclusion Statement.)

A glossary of terms used in this policy can be found in appendix 6.

**The specific objectives of our SEND policy are as follows:**

- to identify pupils with special educational needs and/or disabilities and ensure that their needs are met
- to ensure that children with special educational needs and/or disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Everyone in the school community - governors, staff, pupils and parents - has a positive and active part to play in achieving these aims and objectives:

<b>governors</b>	by fulfilling their statutory duties to SEND pupils, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs, to monitor the impact of provision on the progress of SEND pupils, by participating in appropriate training and by ensuring the SEND information report is available on the school website and that this is reviewed annually.
<b>staff</b>	by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies, by seeking and listening to the views of the pupil, and by participating in appropriate training.
<b>pupils</b>	by having their wishes about their own needs regularly sought and carefully considered, by becoming involved in the planning of educational provision, target setting and reviewing process and by all pupils treating their peers with respect.
<b>parents</b>	through consultation and by working in partnership with the school to help meet their child's needs.

The school follows the graduated response approach to providing help for pupils with special educational needs and/or disabilities. This approach is recommended by the SEND Code of Practice 2014.

Special educational needs fall into four broad areas of need; Communication and Interaction; Cognition and Learning; Behaviour, Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Needs.

Children identified with SEND are supported with school resources in the early stages. The LA deals with requests to carry out an Education, Health and Care assessment and the issuing of Education, Health and Care Plans. At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the class teacher.

## **BASIC INFORMATION**

### **Roles and responsibilities.**

**Special Educational Needs Co-ordinators:** Alice Carter & Anna McGuinness

**Special Educational Needs Governor:** Liz Wright

#### **The class teacher:**

- identifies that a pupil has special educational needs and/or disabilities
- plans what each pupil should learn
- teaches all pupils
- supervises teaching assistants involved in the teaching and learning of their pupils
- assesses and records whether learning has occurred
- writes, updates and reviews Individual Education Plan's
- contributes to and produces a report for pupils who have annual EHCP reviews
- writes, updates and evaluates their year group provision maps, monitoring the impact of provision on a termly basis.

#### **Special educational needs co-ordinator:**

- oversees the day-to-day operation of the school's SEND policy;
- coordinates provision for children with SEND;
- Liaises with the relevant Designated Teacher where a looked after pupil has SEND;
- advises on the graduated approach to providing SEND support;
- maintains the school's special needs register;
- ensures that the school keeps the records of all pupils with SEND up to date;
- coordinates SEND paperwork including overseeing the provision maps, supporting teachers in writing IEP's, compiling paperwork for annual reviews, writing CAF's in partnership with parents etc.
- tracks and monitors the impact of provision for children at Special Support.
- liaises, and works in partnership with the parents of children with SEND;
- contributes to the training of staff and governors;
- liaises with early years providers, other school, educational psychologists, health and social care professionals and independent or voluntary bodies.
- is a key point of contact with external agencies, especially the local authority and its support services.
- liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.
- supports and helps to manage the Teaching Assistants;

#### **Special educational needs Governor:**

- ensures the school policy has regard to the code of practice on the identification and assessment of SEND.
- secures appropriate resources and funding.
- attends appropriate training, including governor visits and monitoring.

- monitors the impact of provision on the progress of SEND pupils.
- ensures that the SEND information report is available on the school website and that this is reviewed annually.

**Head teacher:**

has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and/or disabilities and for keeping the governors informed and is the named '**Responsible Person**'. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

**“Responsible person”:**

is informed by the LA when they conclude that a pupil at the school has SEND, and is the person responsible for ensuring that all the appropriate people know about that pupil's needs.

**Admissions policy:**

The currently agreed admissions policy of the governors makes no distinction as to pupils with special educational needs and/or disabilities.

Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education Health Care Plan (EHCP), the Special Educational Needs Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil.

No pupil will be refused admission solely on the grounds that s/he has special educational needs or disabilities.

The Special Educational Needs Co-ordinator will work closely with health visitors, the Early Years Special Educational Needs Co-ordinator, the Early Years Specialist Support Service, Pre-Schools and Social Services Department involved with local pre-schools, in making decisions about the most appropriate provision for pupils with SEND to ensure a smooth start for children in the Foundation Stage.

**Special Facilities / Accessibility:**

The School's Governing Body produces an Accessibility Plan which considers:

- improving the physical environment for disabled pupils
- increasing the extent to which disabled pupils can participate in the full curriculum offered
- what information should be provided to children and parents.
- ensures all accessibility has been considered to enable equality of opportunity.

The school consults with the LA over 'Accessibility' issues relating to structural alterations.

Ely St John's does not have a special unit.

### **Allocation of resources:**

The Governors, through the Resources Committee, will allocate funds to meet the needs of pupils with SEND. At the meeting of the governing body which approves the budget, the Resources Committee will draw the attention of governors to the amounts delegated to the school by the Local Authority (LA) under the Additional Educational Needs (AEN) headings in the Section 42 Statement, and to the amounts allocated for Special Educational Needs in the proposed school budget. The annual report to parents will also give an overview of this information.

The head teacher will manage the funds allocated by the governors to meet the differing needs of the pupils in the school with SEND.

The governors require the head teacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

### **In-service training of staff and training for governors:**

The head teacher will give consideration and appropriate priority to the needs of all teachers and teaching assistants with regard to SEND when planning staff development and training programmes. This will be closely linked to the School's Single Plan. The school's in-service training plans for SEND are reported to the governors, and include details of training for class and subject teachers, the Special Educational Needs Co-ordinator, Teaching Assistants and other ancillary staff.

The Special Educational Needs Co-ordinator assists in the provision of training for teaching and non-teaching staff. In particular s/he forms links with the Local Authority (LA) and other schools to devise and share training opportunities. The governors give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

### **IDENTIFICATION AND ASSESSMENT OF SEND AND PROVISION**

The school adopts the **Graduated Response Procedures** and uses the **Cambridgeshire Guidance for Schools on the Identification and Assessment of Special Educational Needs**. The advice of specialists is recommended at appropriate times.

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the pupil is expected to learn. Once the learning objective is defined a class teacher can seek advice from the Special Educational Needs Co-ordinator on strategies which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved. When required the school will make use of recommended intervention programmes. This will be under the guidance of the Special Educational Needs Co-ordinator.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace using a variety of teaching methods and materials. Consideration will be given to the use of ICT, ensuring that all pupils

have access to the programmes of study planned. Specific software and equipment will be purchased where applicable.

All those who teach a pupil with SEND will be informed of the need by the Special Educational Needs Co-ordinator. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the Special Educational Needs Co-ordinator will ensure that all who are likely to come into contact with the pupil are appropriately informed.

### **The Graduated Response Approach in the Early Years / Primary Phase**

Throughout all provision and support there should be effective monitoring of provision, effective deployment of resources, effective involvement of learners and effective dialogue with parents and carers.

#### **Universal Provision for All children and young people in educational settings**

- Enables all learners to make good progress within mainstream classes
- Reasonable adjustments for particular needs
- Quality teaching
- Differentiation to ensure maximum access to the curriculum

#### **Targeted Support for some children and young people:**

When a class teacher identifies that a pupil has SEND because they are failing to make adequate progress, s/he devises catch-up time-limited interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. Provision / action required that is additional to or different from that available to all will be recorded on the whole school provision map. This will be updated termly by the class teacher and monitored by the special needs coordinator. Class teachers will discuss additional provisions/programmes with parents/carers at parent consultation evenings and if needed other times during the year. Additional provision/programmes will be reviewed at the end of a block of work.

The class teacher:

- informs the Special Educational Needs Co-ordinator
- involves the pupil's parents and the pupil
- collects relevant information about the pupil, consulting the Special Educational Needs Co-ordinator
- gives special help in the classroom through appropriate differentiation
- keeps careful records
- includes pupil in appropriate additional provision(s) or programme(s)
- monitors and reviews the pupil's progress

The Special Educational Needs Co-ordinator:

- advises the class teacher, who remains responsible for planning, teaching and recording
- assists in developing, monitoring and reviewing the additional provision/programme
- consults with pupil's parents and the pupil if necessary

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at Targeted Support, we may seek further advice and support from outside professionals.

**Special Support:** Personalised provision for a small number of children and young people with SEN and disability. The Individual Education Plan (IEP) and involvement of outside agencies.

The Individual Education Plan (IEP) will be written by the class teacher following advice from the Special Educational Needs co-ordinator, where needed. This will set individual targets for the pupil and will detail: the short term targets set for or by the pupil, the teaching strategies to be used, the provision to be put in place, when the plan is to be reviewed and the success and/or exit criteria. Appendix 3 shows an example Individual Education Plan (IEP)

- IEP's will be reviewed termly and the outcomes recorded.
- The Special Educational Needs Co-ordinator and class teacher, in consultation with parents / carers, ask for help from external agencies. They should provide additional or different strategies to those already used in school.
- Outside agencies, where appropriate, are involved in the monitoring and review process
- Pupils and parents are invited to participate in the target setting and review process
- Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions
- If a CAF (Common Assessment Framework) does not exist for a pupil then one will be written with the support of parents before the formal involvement of professionals.
- Consideration is given to whether the pupil's needs meet the criteria for an Education, Health and Care assessment.
- When deemed appropriate a pastoral support plan will be implemented

**Request for an Education, Health and Care Assessment:**

- The Local Authority (LA) considers the need for an Education, Health and Care assessment and, if appropriate, makes a multidisciplinary assessment.

**Education, Health and Care Plan:**

- The LA consider the need for an Education, Health and Care Assessment and, if appropriate, make an Education, Health and Care Plan (EHCP) and arrange, monitor and review provision.

For pupils who have EHCP's, as well as the review of their IEP's, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The Special Educational Needs Co-ordinator will liaise with the Special Educational Needs Co-ordinator of the secondary schools serving the area, including local special schools, to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

*Appendix 2 indicates the triggers for intervention at Targeted Support and Special Support Level. Appendix 7 shows a diagram of the range of support for children in the school. Appendix 4 shows the school's response to Special Educational Needs.*

Ely St John's has strong links with Highfield Special School. Pupils from Ely St John's attend lessons and other school activities, according to an individually planned timetable. There are also staff development sessions, often as part of the Ely Schools Partnership.

External support services play an important part in helping the school identify, access and make provision for pupils with Special Educational Needs, E.g.

- The school receives regular visits from the nominated Educational Welfare Officer, Educational Psychologist and Specialist Teacher for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory or physical difficulties.
- The Speech and Language Therapist contributes to the reviews of pupils with significant speech and language difficulties as well as offering a 'drop in' service.
- Staff attend multi-agency 'LARM' meetings with members of the Locality Team, Health, Social Services, Educational Psychology Service, Specialist Teaching Service etc to ensure effective collaboration in identifying and making provision for vulnerable pupils. Family Worker's also run monthly 'drop in sessions' to parents offering valuable advice and support on a range of issues.
- SENCo's from secondary schools are invited to attend annual reviews of pupils in year 5/6 in order to ensure a smooth transition.
- Foundation Stage class teachers and SENCo arrange visits with the early years settings when they are informed of a child with SEN who will be starting at Ely St John's. Transition meetings are usually arranged with the support of the Early Years Specialist Support Service.

### **PARENT PARTNERSHIPS**

Ely St John's Community Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. **No decision will be made about assessment or provision without seeking the views of parents and the pupil.** All communications involving decisions will be recorded. Dialogue with parents will be clearly phrased respecting linguistic barriers that parents may have, ensuring accessibility for them.

Parents have a responsibility to communicate effectively with professionals and so they should: communicate regularly with their child's school alerting them to any concerns and fulfil any obligations under the home school agreement.

Ely St John's Community Primary School will try to get to know the parents of pupils with SEND and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home. We must take their views extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognise that the failure of a parent to participate in the partnership usually does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with SEND will benefit all parents. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us for the benefit of their child.

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household,



we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

The school will provide information about the Parent Partnership Service to all parents of children with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service on 01223 699214 for independent support and advice. (Leaflet: Appendix 5)

## **COMPLAINTS**

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Special Educational Needs Co-ordinator, the head teacher, or to any member of the governing body.

If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days.

If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint and contact you within five school days from the date of the meeting.

## **EVALUATION OF SUCCESS**

The governors will evaluate the success of this policy of the school by enquiring how effectively all pupils, including those with special educational needs and/or disabilities, participate in the whole curriculum and all activities.

In particular the governors will come to judgements about the specific objectives of our SEND policy including:

- the appropriateness of early intervention with any child having SEND;
- the views of parents on the working of parent partnerships;
- the effectiveness of the Graduated Response Procedure in meeting needs;
- how well pupils with special educational needs and/or disabilities take part in the whole curriculum of the school;
- how pupils with special educational needs and/or disabilities become more independent;
- how pupils with special educational needs and/or disabilities take responsibility about the school and how their views are taken into account;
- how resources have been allocated to and between pupils with SEND;
- details of how many Education, Health and Care Assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

## **SUMMARY**

At Ely St John's Community Primary School we are committed to meeting the educational needs of all our pupils.

The school caters for the needs of all pupils with special educational needs and/or disabilities with and without EHCP's. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the Graduated Response model of special educational needs assessment and provision. The Special Educational Needs Co-ordinators are responsible for overseeing assessment and provision.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school.

A copy of the special educational needs policy is available on request.

The named Special Educational Needs Co-ordinators are **Alice Carter and Anna McGuinness**

A member of the Governing body, **Liz Wright**, takes a special interest in SEND.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Special Educational Needs Co-ordinator, the head teacher, or to any member of the governing body.

If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days.

If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint and contact you within five school days from the date of the meeting.

Mrs Alice Carter and Mrs Anna McGuinness – Special Educational Needs Co-ordinators. September 2014

This policy has been updated to include some of the changes made in the June 2014 code of practice. We will continue to adapt this policy as we further embed the new code of practice. We are currently compiling our School Information Report and this will be uploaded to the website as soon as possible.

## **Appendix 1**

### **Inclusion statement for Ely St John's Community Primary School**

**We aim to be a fully inclusive school community and to involve all members of the community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end. The expertise of parents and carers is highly valued.**

We do not discriminate in any way against any pupil seeking admission. Once pupils are at the school, our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs. We want all pupils to have full access not only to the taught curriculum, but also to out of school enrichment activities and all are encouraged to participate in the wide range of clubs and sports. Pupils will be involved in reviewing their learning experiences, evaluating their progress and actively planning their learning.

- ◆ We support the LA policy on Inclusion and our curriculum policies are fully inclusive.

## Appendix 2

### **Triggers indicating the need for intervention at Targeted Support**

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

### **Triggers indicating the need for intervention at Special Support**

Despite having had additional provision/programme and/or concentrated support under Targeted Support, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment, or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## Appendix 3: Example IEP

**ELY ST JOHN'S PRIMARY SCHOOL**  
**CAMBRIDGESHIRE INDIVIDUAL EDUCATION PLAN**

**Pupil Name**

**D.O.B:**

**Y: 2**

**IEP No: 3**

**Class teacher: Mrs**

**Graduated response**

<b>TS</b>		<b>SS</b>	✓	<b>EHCP</b>	
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**NC level**

**English**

P8

**Maths**

P8/1

**Science**

1

**Date of IEP: 18<sup>th</sup> March 2013**

**Strengths**

\_\_\_\_\_ responds well to praise and enjoys practical activities within school.

**Areas of concern**

\_\_\_\_\_ has not yet grasped many basic Literacy skills. He is unsure of many letter sounds and finds recording them particularly difficult. \_\_\_\_\_ finds reading hard and recognises very few sight words. Expressive language difficulties. Concerns also relate to self esteem.

**Specific Access issues which may impact on pupil progress**

\_\_\_\_\_ has moved schools three times in the last academic year.  
\_\_\_\_\_ suffers from glue ear.

**External Agencies:**

- Specialist Teaching Service
- Speech and Language Therapy
- 

**IEP drawn up by :**

Mrs \_\_\_\_\_ (Class Teacher)

Mrs \_\_\_\_\_ (Teaching Assistant)

Mrs Alice Carter (SENCO)

Pupil Name:

IEP NO:

3

Today's date

Review Date:

18	3	13
	July	13

Targets (including success criteria)	Strategies / resources	Exit criteria ( pupil needs can be met within normal planning)
<p>To be able to hear and name the following initial sounds: s, m, a, c, t, n, (95% accuracy when shown initial sound picture card.)</p> <p>To be able to read and write the following High Frequency words: I, here, am, in, the, big. Linked to PM Starters.(95% accuracy when reading, writing 80%)</p> <p>_____ will be able to write his first name and surname using the appropriate letter casing and formation. (90% accuracy when writing name using correct letter case, 80% accuracy with formation of letters.)</p> <p>To work on the Speech and Language programme set up by the Speech Therapist.</p>	<p>_____ will follow the synthesis programme with TA (daily input 10 mins).</p> <p>Daily reading practice with TA/Teacher (10 mins daily). PM Starter books Level 1.</p> <p>Daily practice in handwriting time. Teacher/TA to monitor formation of letters.</p> <p>Teacher to Liaise with Speech and Language Therapist.</p>	<p>Will be able the hear, say, name and write all letter sounds.</p> <p>Will be able to read all the high frequency words from list 1.</p> <p>Will be able to consistently write first and last names using the correct letter casing and formation.</p> <p>Speech Therapist to terminate programme.</p>

Parents views/contribution


Signature :

Pupil's  
views/contribution


Signature :

## Appendix 4

### **Ely St John's School Response to Special Educational Needs and/or Disabilities**

Throughout all provision and support there should be effective monitoring of provision, effective deployment of resources, effective involvement of learners and effective dialogue with parents and carers.

#### **Universal provision for All children and young people in educational settings**

Class teachers have responsibility for all the pupils in their class. Quality teaching enables all learners to make good progress within mainstream classes

- Differentiation by grouping, individual support, reasonable adaptations for particular needs, assessing children's needs, monitoring, recording and reviewing progress etc, is part of normal classroom practice. If, in spite of this, a child is not making good progress move to:

#### **• Targeted Support**

- a) implement appropriate catch-up time-limited interventions to support additional needs and add this to the whole school provision map.
- b) discuss the support with parents, and child.
- c) inform the Special Educational Needs Co-ordinator so that the pupil can be added to the Special Educational Needs Register for monitoring purposes only.
- d) assess and review the additional provision at the end of a block and inform parents of progress.
- e) if, as a result of a review, a child is moved back to universal provision including normal differentiation or onto Special Support, make sure that appropriate provision is in place.

If it is agreed that more support is needed move to:

#### **• Special Support**

- a) implement personalised provision to support additional needs and add this to the whole school provision map.
- b) draw up an Individual Education Plan (IEP) in consultation with the parents, this may also include the Special Educational Needs Co-ordinator or other professionals.
- c) discuss with parents, and child, clarify their involvement, arrange review date.
- d) inform the Special Educational Needs Co-ordinator of any discussions and give them a copy of the Individual Education Plan (IEP).
- e) ensure that reviews are held, these may include the Special Educational Needs Co-ordinator or other professionals. Information and IEP's to be handed to the Special Educational Needs Co-ordinator.
- f) SENCo to complete a CAF (Common Assessment Framework) with parents if one does not already exist, so that formal professional advice can be sort.
- g) if, as a result of a review, a child is moved back to Targeted Support, make sure that appropriate provision is in place and the Special Educational Needs Co-ordinator is informed. It may be agreed at a review that the child needs still more support. The next move is to:

#### **• Request for Education, Health and Care Assessment**

The Special Educational Needs Co-ordinator will submit a request for an Education, Health and Care Assessment. You will need to provide detailed records and samples of work to accompany the request. Continue to maintain IEP's and detailed records.

#### **• Further Responsibilities.**

- a) when a child moves onto another group, class or school make sure that the receiving teacher knows about his/her needs and the programme being followed.
- b) ensure that any other adult working with the child is kept fully informed of the child's changing needs and of any variations in the programme.

#### **• Children who have an Education, Health and Care Plan**

- a) reviews of the child's EHCP will take place at least once a year, involving professionals, parents, Special Educational Needs Co-ordinator, class teacher, teaching assistant and the child (where appropriate).
- b) IEP's continue in line with the child's statement and annual review targets.

## Parent Partnership Service

A service for parents and carers of children and young people with special educational needs

### Confidential Advice Line Link (CALL)

Phone: ☎ 01223 699214  
10am – 12noon and 2pm – 4pm  
Monday to Friday, Term Time only  
E-mail: ✉ [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

### Newsletters, Training and Website

Phone: ☎ 01223 699211  
E-mail: ✉ [ppsadmin@cambridgeshire.gov.uk](mailto:ppsadmin@cambridgeshire.gov.uk)  
**PPS Website** 🌐  
[www.cambridgeshire.gov.uk/pps](http://www.cambridgeshire.gov.uk/pps)

Parent Partnership Service,  
Cambridgeshire County Council,  
CC1101,  
Castle Court,  
Shire Hall,  
Cambridge,  
CB3 0AP

We provide an answerphone if a member of staff is not available to take your call.

This leaflet was designed by parents for parents

Last updated 11/6/2012

Please ask us for copies of this leaflet in Braille, on audio cassette or in a different language.

Prosimy pytać u nas o kopie niniejszej ulotki w języku Braille'a, w wersji audio lub w innym języku.

Prašome mūsų teirautis šio informacinio lapelio kopijų Brailio raštu, garsajuosteje ar kita kalba.

Caso necessite, peça-nos cópias deste folheto em Braille, cassette áudio ou numa língua diferente.

এই প্রচারণার কপি ব্রেইল, অডিও ক্যাসেট বা অন্য কোন ভাষায় পেতে চাইলে দয়া করে আমাদের নিকট অগ্রগোধ জানান।

شفٹ زبان میں درکار توہرائے کم سے درخواست کریں۔

اللہ کے مہر و عطیہ سے زبان میں انکو کیسٹ ہوا کسی

گراں کپ اس کچھ کی فہرست میں مابینا لوگوں کی

请向我们索取本小册的其他版本，包括盲文、录音带或另一种语言的译本。

Mangyaring hingin kami para sa mga kopya ng polyetong ito sa Braille, sa audio cassette o sa ibang wika.

# Parent Partnership Service



Information, support and training for parents and carers of children and young people with special educational needs



Impartial  
Confidential  
Free

[www.cambridgeshire.gov.uk/pps](http://www.cambridgeshire.gov.uk/pps)



## What is a Parent Partnership Service?

Provides impartial, confidential advice and information to parents and carers of children and young people (2 -19 years) with special educational needs (SEN)

Parents and carers have the best understanding of their children and have important information about their child's educational needs. Parent Partnership Services help parents in their role as partners in their child's education.

Parents and carers have the right to make informed choices about their child's education. Parent Partnership Services exist to make sure that parents and carers of children with SEN get information, advice and guidance on SEN matters.

Works closely in partnership with parents and carers to ensure their child gets the education they are entitled to.

Provides support and guidance to parents and carers who may have concerns about their child's education and listen to their views

### Cambridgeshire Parent Partnership Service provides:

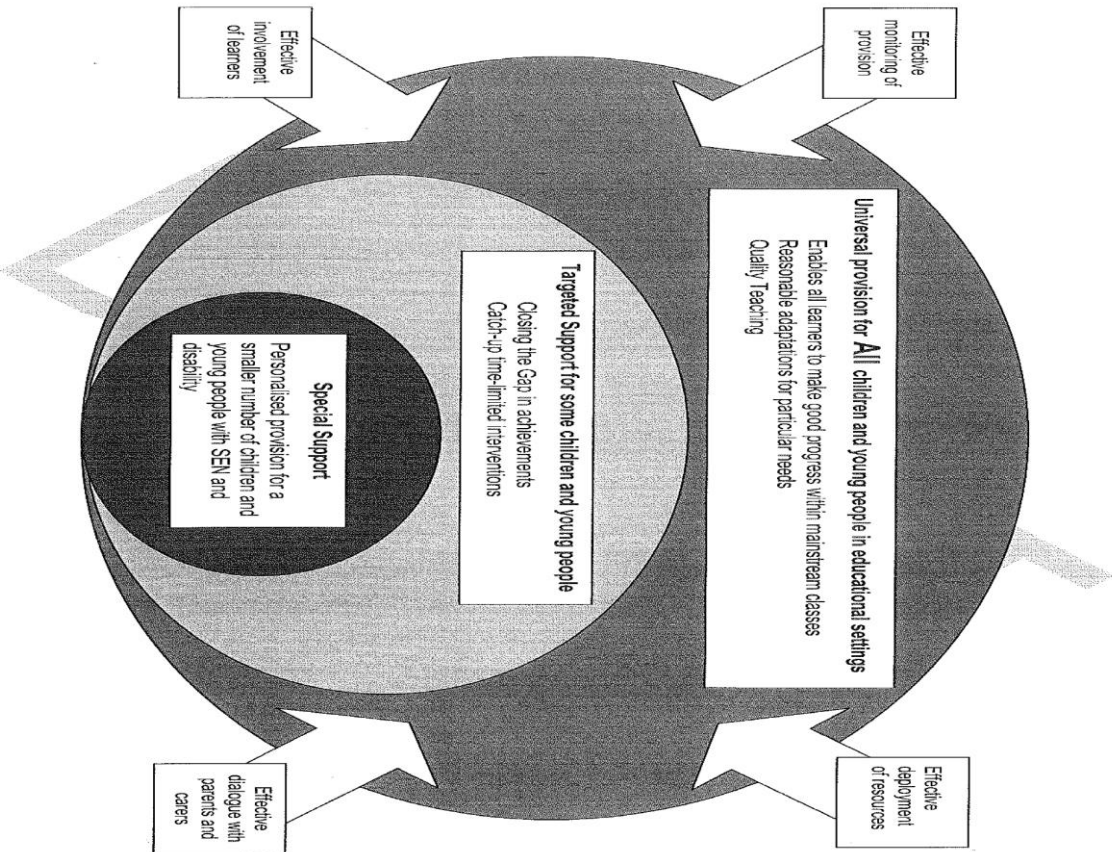
- Clear, impartial advice and information about SEN, learning difficulties, disabilities and medical needs
- Help with SEN procedures
- Confidential telephone and email helpline
- An assigned member of staff to support 'you'
- Regular newsletters to keep you informed about your child's education
- Help to resolve disagreements
- Access to support from other knowledgeable parents and carers with similar experiences
- Information about support groups and organisations
- Advice on Admissions and Exclusions
- Help you to prepare for and where possible support you in meetings
- Information on Individual Education Plans (IEPs), School Action, School Action Plus, Statutory Assessment and Statements of SEN

### Cambridgeshire Parents Partnership Service aims to:

- give you impartial information, support, guidance and training on special educational needs issues
- help you make informed decisions about your child's education
- keep parents fully informed on issues to do with SEN, learning difficulties, disabilities and medical needs
- support you with discussions with your child's schools and the local authority up to and including advice about appeals to tribunal
- encourage closer working relationships between you, your child's school, the local authority and other agencies to help children with SEN achieve their potential
- help you get the best support for your child
- support schools to continue to develop positive relations with parents and carers

GLOSSARY OF TERMS

<b>SEND</b>	Special Educational Needs and Disability
<b>IEP</b>	Individual Education Plan, <i>the plan outlines individual short term targets for the pupil, the teaching strategies to be used, the additional provision and/or support that is needed, when the plan is to be reviewed and the success or exit criteria.</i>
<b>TS</b>	Targeted Support, <i>Catch-up time-limited interventions are given within the schools resources.</i>
<b>SS</b>	Special Support, <i>Personalised provision, outside agencies are involved in providing support or advice for the pupil.</i>
<b>EHCP</b>	Education, Health and Care Plan
<b>STS</b>	Specialist Teaching Service
<b>EP</b>	Educational Psychologist
<b>LA</b>	Local Authority
<b>CAF</b>	Common Assessment Framework
<b>LARM</b>	Locality Allocation Review Meeting



Extract from the draft Cambridgeshire Local Offer framework for schools