Cannon Lane Primary School

Special Educational Needs and Disability Policy and Information Report

Date reviewed by staff: September 2024

Date approved by the Governing Body: October 2024

Date for review: Autumn 2025

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1. Aims

Cannon Lane Primary School is a fully inclusive school. Our ethos is for all children and adults to be happy, safe and successful at school. All staff are committed to ensuring all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).
At Cannon Lane Primary School, the UNICEF Rights Respecting School Award is at the heart of all of our values. Year 6 'Ambassadors' model these values and take a lead role in school. We believe that the following articles are particularly important:

Article 3:
All organisations concerned with children should work towards what is best for the child.
Article 12:
Every child has the right to have a say in all matters affecting them and to have their views taken seriously.
Article 15:
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. **Article 29:**

Education should develop each child's talents and personality to the full.

We aim to develop a culture of inclusion and diversity in which all children participate fully in school life. Cannon Lane Primary School's commitment to inclusion is recognised in our accreditation as a Flagship Inclusion Quality Mark school. The achievement of children with SEND is monitored closely and the data used to raise standards and further develop inclusive practice. School makes reasonable adjustments to ensure the school environment is as accessible as possible for all children. At Cannon Lane Primary School, we believe diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Our SEND policy and information report aims to:

- Set out how Cannon Lane Primary School will support and make provision for pupils with special educational needs and disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

Cannon Lane Primary school's SEND Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans,
  SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made available for other children or young people of the same age in mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The school's SENDCO is Mrs. Selina Connick The SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date including individual support plans and provision maps

4.2 The SEND Governor

The SEND governor is Jaqueline Lack. The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher, Mr. Martin Belfrage, will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Maintaining an individual support plan which identifies the specific needs of each child on the school's SEND register. Each plan will have SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound) and will be reviewed on a termly basis and shared with parents and support staff. Plans will be monitored by the SENDCO. See also section 5.4

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Cannon Lane Primary school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

The progress made by all children is continually monitored by all involved in their education. Class teachers assess children formatively across the curriculum on an ongoing basis. SENDCO, Assistant Headteacher and class teacher meet termly to discuss the progress made by each child in pupil progress

meetings. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
When deciding whether special educational provision is required, school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. This is used to determine the support that is needed and whether school can provide it by adapting our core offer, or whether something different or additional is needed.
Children at SEND Support will have an individual support plan which will be reviewed with parental involvement every term and the plan for the next term made. The progress of children with an EHC plan is formally reviewed at an annual review with all adults involved in the child's education invited to attend. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in though regular tracking. All TAs and teachers, who carry out targeted work, track and record the child's progress closely each session and feedback to the teacher.

5.3 Consulting and involving pupils and parents

Cannon Lane Primary school believes that working in partnership with parents and carers can help children to reach their potential. We recognise that parents and carers have a unique insight into their child's growth and development. Parents are encouraged to have ongoing contact with class teachers. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- we will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Class teachers and those responsible for interventions work towards shared, age related targets with all children. Children with SEND will have more bespoke targets they will be assessed against. Cannon Lane follows the graduated approach and the four-part cycle of **assess, plan, do, review** as directed by the SEND Code of Practice, DfE 2014.
The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil

- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The SENDCO and Assistant Headteachers meet termly to review all provision that is additional to and different from the provision offered for all. Attainment and progress data are used to measure the effectiveness of interventions.
Individual support plans will specify short term targets to be shared with parents each term. Targets will be reviewed termly and identified as met, working towards or not met. Updated targets for the following term will be set accordingly.

5.5 Supporting pupils moving between phases and preparing for adulthood
We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When a child is moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be in place. We will make sure that all records are passed on as soon as possible.

Where possible children are visited in their nursery or pre-school setting to share information and prepare for the transition to Reception class.

For children transitioning to high school after Year 6, representatives from the high school will be invited to attend annual reviews for those with EHC plans. All relevant paperwork including reports from outside agencies will be shared with new schools. Transition plans will be devised to aid smooth transition to the new school. School will agree with parents and pupils which information will be shared as part of this process. Our links with high schools ensure that children with SEND will have access to additional transition days or planned visits to those schools with a teaching assistant if appropriate.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND support plans will be shared with the new teacher.

5.6 Our approach to teaching pupils with SEND
Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High quality teaching is our first step in responding to pupils who have SEND. Learning will be adapted for individual pupils. Classrooms in Cannon Lane Primary school are inclusive and support children of all abilities and with a range of needs. We will also provide the following interventions:

- Nuffield Early Language Intervention
- Speech and Language
- Social skills groups
- Fun development group - gross motor
- Fine motor skills group
- Sensory Circuits
- Lego therapy
- Drawing and Talking
- Emotional Literacy Support Assistants (ELSA)
- Art therapy
- Paired Reading
- Number Stacks
- Woodland Adventures

The provision of interventions is reviewed termly and adjusted when required to meet the needs of the children in school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met.

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing individual communication books so parents are fully informed
- Adapting the physical environment by using sloping boards, pencil grips, move & sit cushions
- Scheduling movement breaks
- Reviewing access arrangements for statutory assessments

5.8 Additional support for learning

We use teaching assistants to support learning and they are trained to deliver interventions such as Precision Teaching, Paired Reading and Lego therapy. Teaching assistants will support pupils on a 1:1 basis when working on pupil specific targets e.g. Speech and Language.

Teaching assistants will support pupils in small groups when working on shared or common targets e.g. social skills, numeracy intervention.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service (EPS)
- Harrow Autism Advisory Team
- Children's Sensory Team (Hearing or Visual Impairment Advisory Service)
- Speech and Language Therapy
- Occupational therapy
- CAMHS
- Harrow Horizons
- Physiotherapy
- School Nurse
- Community Paediatricians
- Early Support
- Therapy & Counselling Services

5.9 Expertise and training of staff

The school SENDCO works on Inclusion across the school and attends Senior Leadership Team Meetings where SEND updates are given weekly.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff are trained in Precision Teaching, Dyslexia as well as Attachment theory and Sensory Integration. The support we provide for children with Speech and Language difficulties is guided by advice from the Speech and Language therapists from both Harrow and Hillingdon. In addition, we have staff who are trained to deliver the content of Speech and Language Therapy including ELKLAN accredited staff.

5.10 Securing equipment and facilities

Cannon Lane Primary school is a large school with outdoor space that is used by all children.

The school has a small sensory room with access to a secure garden area.

In class, children have access to additional equipment such as pencil grips, writing slopes, move & sit cushions and chair bands. Class teachers and SENDCO agree together what additional equipment is required based on the needs of the child in class.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions termly
- using pupil questionnaires
- monitoring by the SENDCO
- using provision maps to measure progress
- holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils in Year 6 are encouraged to go on our residential visit. Children have regular opportunities to perform in class assemblies, Christmas productions and celebration evenings. These events are inclusive and school encourages all children to participate. School has regular educational trips and visitors related to the curriculum and all children participate. Children with EHC plans will be accompanied on an educational visit by an adult who will support them 1:1. Although 1:1 support is provided, children will participate in all activities as a group with their peers.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

Cannon Lane Primary school recognises that children's social and emotional development is critical to their overall success in life. Support is provided through whole class initiatives such as rewards and praise as well as group and individual rewards. We provide support for pupils to improve their emotional and social development in the following ways:

- Therapy is provided by a qualified therapist who works with children 1:1 and in small groups of 4 or 5. They also provide drop in sessions for children.
- The specialist music teacher at school offers music sessions for small groups of children and on a 1:1 basis.
- Health and Well-being program is run by trained school staff children will have the opportunity to share their worries and anxieties in a safe and non-judgemental way.
- Rainbows programme is run by trained school staff to support children who have experienced any kind of loss or significant change in their life
- Outdoor Learning group on the field is run by a member of staff who is qualified in leading outdoor activities.

- Pupils with SEND are encouraged to take an active role in the school community by becoming a school councillor, a Rights Respecting ambassador, a prefect in Year 6 or any other role that interests them.

- Buddy systems in class allow children with SEND to develop friendships with peers at breaktime and lunchtime.

- A Learning Mentor supports children from across the school to address specific barriers to learning

- Two members of staff have been trained by Harrow Council in delivering the emotional literacy program ELSA

As part of our Rights Respecting school initiative Cannon Lane does not tolerate bullying of any child in school.

5.14 Working with other agencies

The SENDCO works closely with external agencies to support children with SEND. The SENDCO will discuss with parents whether to make a referral to external agencies in order to improve provision for a child with SEND. Those agencies may include Speech and Language therapy, Education Psychology, Occupational Therapy and Children's Sensory team.

School works in partnership with Early Support and our neighbouring Children's Centre to provide support for families. Dedicated advice sessions for parents are run at school.

The school website offers a link to the Harrow Local Offer so families can see what services are available to them.

5.15 Complaints about SEND provision

Cannon Lane Primary School values its partnership with parents and seeks to work together to resolve any difficulties that may arise. The complaints procedure is available on the school website via the following link

https://www.cannonlaneprimary.org/school-policies/

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents living in Harrow have access to the Harrow Parents Forum via the following link https://www.harrowparentforum.org/

Harrow Parent Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

They hold regular coffee mornings, publish a newsletter and provide information on how to access services.

5.17 Contact details for raising concerns

Parents are encouraged to have ongoing discussions with class teachers. If parents have concerns about the attainment, progress or wellbeing of their child they should approach the class teacher, SENDCO or Headteacher.

5.18 The Local Authority Local Offer

Our local authority's local offer is published here http://www.harrow.gov.uk/localoffer/ The local offer contains information for parents about services available within the local authority.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Selina Connick, SENDCO every year. It will also be updated if any changes to the information are made during the year. The policy will be approved by the Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equalities statement
- Supporting pupils with medical conditions policy
- Complaints procedure http://www.cannonlaneprimary.org

8. Glossary of terms

- SEND Special Educational Needs and Disabilities
- SENDCO Special Educational Needs and Disabilities Coordinator
- EHCP Education Health and Care plan
- ADHD Attention Deficit Hyperactivity Disorder
- ASD Autistic Spectrum Disorder
- CAMHS Child and Adolescent Mental Health Services