



Special Educational Needs and Disability Policy

Date of approval: March 2016

Review date: September 2019

Staff lead: Rebecca Palmer

Approved by: FGB

Special Educational Needs and Disability Policy

Introduction

All staff at Chancel Primary School do their best to ensure that the needs of all pupils with a Special Educational Need or Disability [SEND] will be met. All Children including those with Special Educational Needs will be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Early Years Foundation Stage (EYFS) and Key Stages 1 and 2.

Principles underlying the policy

At Chancel Primary School we acknowledge current legislation and recognise that a percentage of the children in our school may have a special education need or disability. Regardless of special education need and / or disability all children are welcomed and valued equally and the school has high expectations for all its children with regard to their education achievements and social inclusion.

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Equalities, Safeguarding, Accessibility, Behaviour, Anti-Bullying, Pupils with medical needs, Data Protection and Complaints policy.

Definition of SEND

The SEND Code of Practice (2014) states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for 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 post 16 institutions'. (SEND Code of Practice 2014 paragraph 6.15)

It should be noted that difficulties in learning experienced by children whose first language is not English is not a special education need in itself.

The areas of need described by the Code of Practice are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and other physical needs

(SEND Code of Practice 2014 paragraphs 6.28-6.35)

Information as to support and intervention strategies Chancel Primary School implements are described below and also on the school's website at:

<http://www.chancel.staffs.sch.uk/SiteAssets/about-our-school/Chancel%20Local%20Offer%20Information.pdf>

Many children and young people who have special education needs may also be regarded as having 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' (Section 6.1 Equality Act 2010).

This will include children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. It will not always be the case that children and young people with such conditions have a special

education need but it may be necessary to put in place reasonable adjustments to minimise the impact of disability, for example, a reasonable adjustment to improve accessibility to the school premises. Where the child or young person also has a special education need they will also be covered by the definition of SEN in the SEND Code of Practice 2014.

Inclusion

Chancel Primary School operates within the structure of the Staffordshire County Council, and the new 2014 SEND Code of Practice.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment. All children with SEND should have their needs met.

Chancel Primary School will promote inclusion by:

- Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEND as set out in the SEND Code of Practice (2014) and/ or disability as defined by the Equality Act 2010.
- Having regard to its duties under the Equality Act 2010 as part of SEN planning and review to ensure barriers to learning and inclusion are removed, for example, supporting inclusion at after school clubs and extra-curricular activities.
- Continuing to develop a wider community involvement in Special Educational Needs and Disability through the multi-agency partnership and other local initiatives to the benefit of pupils and support and training of staff.

Premises

Chancel Primary School ensures that the premises are accessible for all service users. This is in accordance with the Accessibility Policy.

SEND Identification and Support Strategies

It is the aim of all staff at Chancel Primary School to ensure that all the children in school are encouraged to reach their full potential. The SEND Code of Practice states:

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 2014 6.12)

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

At Chancel Primary School we adapt the curriculum and the learning environment for students with special educational needs and/ or disability. We also incorporate the advice provided as a result of assessments, both internal and external for example, education psychology assessment, and the strategies described in statements of special educational needs / Education, Health and Care Plans [EHCP].

The school follows the SEND Code of Practice with regard to identifying a student with SEND. The school will follow the graduated approach outlined in the SEND Code of Practice 2014 (paragraphs 6.44-6.56). This draws Special Educational Needs Policy Page 3 of 7

on identification through assessment and, where a need is identified, planning of appropriate support will take place with the parent then support is implemented and reviewed. The parent is consulted throughout the process. The school will use its best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and a culture of high expectations that expects staff and persons working with children and young persons with SEND to promote their inclusion in opportunities available to other children and young people so that they can achieve well; it is compromised by anything less.

Despite high quality targeted teaching some students may continue to make insufficient progress. For these students, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At times, it may be necessary to consult with outside agencies to receive more specialised expertise and to consider requesting an Education, Health and Care needs assessment.

The SEND Code of Practice 2014 emphasises the importance of the early identification of special educational needs. Every class teacher at Chancel Primary School is an effective teacher who will identify any children in the class with a Special Educational Need and Disability and make appropriate provision for their pupils through the provision of appropriate support, information and advice. Identification of children who may have a Special Educational Need and Disability will take place as early as possible so that the necessary intervention may take place through a graduated response. Parents will be notified immediately if a concern is raised by the class teacher. Class teachers will be responsible for working alongside the SENDCo [Special Educational Needs Co-ordinator] who is also a qualified teacher and PSO [Pupil Support Officer] and appropriate agencies for devising strategies and identifying appropriate methods of access to the curriculum.

The class teacher, in consultation with SENDCo, PSO and other professionals, will be responsible for setting up Learning Programmes for SEND pupils which will provide support as necessary; reviewing the plan and liaising with parents.

Monitoring and reviewing

Class teachers, in consultation with SENDCo and PSO, are responsible for reviewing Learning Programmes and reviewing children's progress. Learning Programmes are reviewed at least once a term and a meeting with parents is also arranged to talk through the child's progress and to discuss the next steps. A copy is sent home to parents/ carers so they are able to work alongside school towards achieving their child's targets.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the student's previous rate of progress.
- Which allows the attainment gap to close between the student and children of the same age.

Role of the SENDCo and PSO

The SENDCo and PSO is responsible for ensuring the operation of the school's SEND policy, including the efficient use of resources in making the appropriate provision for pupils with Special Educational Needs and Disability so that the best possible outcomes are achieved for the pupil. It is also the responsibility of the SENDCo and PSO to co-ordinate all the Special Educational Needs and Disability activities within school.

This will be achieved by the SENDCo and PSO working with the class teachers of any children with SEND in school to:

- provide advice and guidance to staff
- liaise with parents/carers

- liaise with other professionals or agencies for example, Education Psychology, CAMHS, Speech and Language therapy
- ensure that appropriate Learning Programmes are in place
- ensure that background information is collected, recorded and updated

The SENDCo and PSO will also:

- ensure that appropriate up to date records are kept for children with SEND
- take the lead in any further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- disseminate SEND information to teaching and support staff as and when it becomes available
- liaise with external agencies/feeder schools/ all school staff and parents whenever necessary
- arrange Annual Reviews for all children with EHCPs
- working alongside the head teacher in managing the provision of SEND throughout the school
- monitor all Learning Programmes to ensure effective progress is being made
- track all children with SEND as they move through school to ensure any education plans in place are effective and the children are making progress, they are not 'stuck'
- work closely with the assessment co-ordinator to input all SEND data onto the provision mapping system
- attend the termly pupil progress meetings with each class teacher to ensure all children an-thewith SEND are making satisfactory progress

The SENDCo at Chancel Primary School receives half a day of non-contact time weekly to undertake all the duties a SENDCo is required to do.

Partnership with Parents

Chancel Primary School actively seeks to work with parents and values the contribution they make. Parents of any pupil who express a concern regarding their child's progress are encouraged to speak to their child's class teacher.

The Head teacher, class teacher, SENDCo and PSO will also involve the parent as soon as a school concern is raised. The School aims to support parental partnership by:

- ensuring positive attitudes towards parents
- effective communication including encouraging parents to raise any concerns with their child's class teacher and/ or SENDCo
- acknowledgement of the parent's role as a partner in the education of their child and identifying ways in which strategies can be supported at home
- recording parental views as part of any review procedure

The local authority's local offer is published on Staffordshire's Local Offer (<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>) Information with regard to how this is applied at Chancel Primary School can be found on the school's website at:
<http://www.chancel.staffs.sch.uk/SiteAssets/about-our-school/Chancel%20Local%20Offer%20Information.pdf>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Pupils Participation

Chancel Primary School acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making progress by:

- listening to and valuing their point
- where appropriate involving pupils in review meetings to discuss progress and future provision
- involving pupils in target setting and setting Learning Programmes as appropriate
- effective communication

Leadership and Management

The SENDCo will act as coordinator for pupils with a Special Educational Need at the school and will work along with the Head to:

- Monitor the school's provision for pupils identified as having a special need
- Monitor the progress of pupils identified with special needs through half termly tracking in numeracy, reading and writing
- Oversee the day to day management of all aspects of the school's work including provision for pupils with SEND provision

The management of pupils in school with Special Educational Needs and Disability will be the responsibility of:

- The Governing Body
- The Head teacher
- The Class teacher
- The SENDCo
- PSO
- The Teaching Assistant

The Head teacher will be responsible for informing the Governing body working closely with the SENDCo. The School Governing Body has important statutory duties towards pupils with Special Educational Needs and Disability:

- The Governors, working in partnership with the Head teacher, have the responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the schools development plan include SEND.
- Through the school's self review procedures the Governors will monitor the effectiveness of the school's SEND policy and provision.
- All Governors will have an up-to-date knowledge of the school's SEND provision; however there is a specific Governor designated for SEND.

Transition Arrangements

Chancel Primary School seeks to provide an effective and smooth transfer of all children both as they move year groups in school and when they move to new schools or on to High School. This is done by:

- In-school arrangements between classes involving the teaching staff, Head teacher, SENDCo, PSO and outside agencies.
- Liaison with the SENDCo at the school the pupil will be moving to.
- Review in line with SEN Review process

Staff Development and Training

The school makes use of local staff training and whenever possible, enables staff to attend local courses. The SENDCo always attends the SEND updates to keep up to date with any new developments which are then shared with staff as and when appropriate.

SEND Policy Implementation Information Publication

We will publish information on our website about the implementation of the governing body policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

Policy Review

The policy will be disseminated widely to all staff members, governors and parents and it will be reviewed every three years or earlier in the event of significant changes to legislation, statutory guidance or otherwise indicated following evaluation of the SEND information published on the School's website.

Approved by Governing Body (sign): _____

Dated: _____