



Special Educational Needs and Disability Policy

Children Who Cannot Attend School Due To Health Needs

First Aid In Schools Policy

Date of approval: September 2019

Review date: September 2022

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 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 with 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

Children Who Cannot Attend School Due To Health Needs

It is Chancel's intention that all children, regardless of circumstance or setting should receive a good education to enable them to shape their own futures. Chancel Primary School will work with Staffordshire Local authority (LAs) to arrange suitable full-time education (or part-time when appropriate for the child's needs) for children who are unable to attend because of their health.

Chancel Primary School in consultation with the Local Authority will:

Provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.

Ensure that the education children receive is of good quality, as defined in the statutory guidance Alternative Provision (2013), allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.

Address the needs of individual children in arranging provision. 'Hard and fast' rules are inappropriate: they may limit the offer of education to children with a given condition and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of education a child receives may also breach statutory requirements.

Long-term medical conditions – provision at home or hospital

Where children have complex or long-term health issues, the pattern of illness can be unpredictable. Chancel primary school and the LA will discuss the child's needs and how these may best be met with the school, the relevant clinician and the parents, and where appropriate with the child. That may be through individual support or by them remaining at school and being supported back into school after each absence. How long the child is likely to be out of school will be important in deciding this. School and the LA should make provision available as soon as the child is able to benefit from it.

Where a child has been in hospital for a longer period and returns home, if appropriate, the LA should aim to provide education at home or otherwise as quickly as possible. The child's education may well have been disrupted by their time in hospital, so further discontinuity should be avoided if at all possible.

Working together – with parents, children, health services and schools

The LA and/or the provider delivering the education should consult parents before teaching begins. Parents have an important role to play, whether their child is at home or in hospital. Parents and carers can provide useful information that can inform the teaching approach. In the case of a looked after child, the LA is responsible for safeguarding the child's welfare and education. Both the LA and primary carers (foster carers or residential social workers) would fulfil the parental role here and should be engaged. Children should also be involved in decisions from the start, with the ways in which they are engaged reflecting their age and maturity. This will help ensure that the right provision is offered and encourage the child's commitment to it.

In all cases, effective collaboration between all relevant services (LAs, CAMHS, NHS, schools and, where relevant, school nurses) is essential to delivering effective education for children with additional health needs. Service level agreements and/or multi-agency forums may aid this process. This applies whether the child is in hospital or at home. When a child is in hospital, liaison between hospital teaching staff, the LA's alternative provision/home tuition service and the child's school can ensure continuity of provision and consistency of curriculum. It can ensure that the school can make information available about the curriculum and work the child may miss, helping the child to keep up, rather than having to catch up.

Local authorities should be aware that under the Education (Pupil Registration) England Regulations 2006, a school can only remove a pupil who is unable to attend school because of additional health needs where:

- a) the pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age, and;
- b) neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

A child unable to attend school because of health needs must not, therefore, be removed from the school register without parental consent and certification from the school medical officer, even if the LA has become responsible for the child's education. Continuity is important for children and knowing that they can return to their familiar surroundings and school friends can help their recovery and their educational progress.

Reintegration

When reintegration into school is anticipated, LAs and the school (and hospital school, PRU/home tuition services if appropriate) will work together to plan for consistent provision during and after the period of education outside school. As far as possible, the child should be able to access the curriculum and materials that he or she would have used in school. LAs should work with schools to set up an individually tailored reintegration plan for each child. This may have to include extra support to help fill any gaps arising from the child's absence. It may be appropriate to involve the school nurse at this stage as they may be able to offer valuable advice. The school nurse will also want to be aware that the child is returning to school, so that they can be prepared to offer any appropriate support. Under equalities legislation¹⁰ schools must consider whether they need to make any reasonable adjustments to provide suitable access for the child. Where the absence is likely to be lengthy, the reintegration plan may only take shape nearer to the likely date of return, to avoid putting unsuitable pressure on an ill child in the early stages of their absence. While most children will want to return to their previous school routine at once, some will need gradual reintegration over a longer period.

Public examinations

Efficient and effective liaison is important when children with health needs are approaching public examinations. The hospital school, PRU or home tuition teachers should be able to arrange a suitable focus on the child's education at this stage in order to minimise the impact of the time lost while the child is unable to attend school. Awarding bodies will make special arrangements for children with permanent or long-term disabilities or learning difficulties, and with temporary disabilities, illness and indispositions, when they are taking public examinations. The LA (or the school where applicable) should submit applications for special arrangements to awarding bodies as early as possible. Those providing education to a child out of school should provide advice and information to the school to assist it with such applications.

Provision for siblings

When treatment of a child's condition means that his or her family have to move nearer to a hospital, and there is a sibling of compulsory school age, the local authority into whose area the family has moved should seek to ensure that the sibling is offered a place, where provision is available, for example, in a local mainstream school or other appropriate setting.

First Aid Policy

Chancel Primary School will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for all employees and to ensure best practice by extending the arrangements as far as is reasonably practicable to children and others who may also be affected by our activities.

Responsibility for first aid at Chancel Primary School is held by Tina Blankley (Headteacher) who is the responsible manager.

All first aid provision is arranged and managed in accordance with the Children's Services Safety Guidance Procedure SGP 08-07(First Aid).

All staff have a statutory obligation to follow and co-operate with the requirements of this policy.

Aims & Objectives

Our first aid policy requirements will be achieved by:

- Carrying out a First Aid Needs Assessment to determine the first aid provision requirements for our premises which will be reviewed periodically or following any significant changes that may affect first aid provision
- Ensuring that there are a sufficient number of trained first aid staff on duty and available for the numbers and risks on the premises in accordance with the First Aid Needs Assessment
- Ensuring that there are suitable and sufficient facilities and equipment available to administer first aid in accordance with the First Aid Needs Assessment
- Ensuring the above provisions are clear and shared with all who may require them

First Aid Training

The responsible manager will ensure that appropriate numbers of appointed persons, school first aid trained staff, emergency first aiders, qualified first aiders and paediatric first aid trained staff are nominated, as identified by completion of the First Aid Needs Assessment, and that they are adequately trained to meet their statutory duties.

Appointed Persons

At Chancel Primary School there are 3 appointed persons who are as follows:

- Tina Blankley – Headteacher
- Rebecca Palmer– Deputy Headteacher
- Paul Newton – Senior Leader
- Aimee Darnley – Senior Leader
- Carrie Allerton – Senior Leader

Where the first aid needs assessment identifies that qualified first aid staff are not necessary due to the nature/level of risk, the minimum legal requirement is to appoint a person (the Appointed Persons) to be on site at all times during the working day. Appointed persons are in place to take charge of first aid arrangements including looking after equipment and calling emergency services.

Note: Appointed Persons are not First Aiders and should not provide first aid for which they have not been trained. However it is good practice to provide appointed persons with some level of first aid training. Such training does not require HSE approval.

School First Aid Trained Staff

At Chancel Primary School there are four school first aid trained staff, they are as follows:

- Cheryl Corbett (Lead for First Aid)
- Candice Cook
- Julie Dubberley
- Sharon Atkinson

They will be responsible for administering first aid, in accordance with their training, to those that become injured or fall ill whilst at work or on the premises. They may also have other duties and responsibilities which are identified and delegated as appropriate (e.g. first aid kit inspections).

Paediatric First Aid Trained Staff

At Chancel Primary School all EYFS staff are Paediatric First Aid trained. These staff are in place to meet the Early Years Foundation Stage (EYFS) statutory obligations for provision of first aid to those children aged 5 years old or younger.

First Aid Provision

Our First Aid Needs Assessment has identified the following first aid kit requirements:

- 4 first aid kits on the premises
- Access to clean running water; first aid kit/supplies; plastic chairs that can be easily disinfected; a fridge; easy access to the telephone.

It is the responsibility of Cheryl Corbett (Lead First Aider) to undertake a regular check of the contents of all first aid kits at the beginning of each half term.

Emergency Arrangements

Upon being summoned in the event of an accident, the first aider and/or appointed person is to take charge of the first aid administration/emergency treatment commensurate with their training. Following their assessment of the injured person, they are to administer appropriate first aid and make a balanced judgement as to whether there is a requirement to call an ambulance.

The first aider/appointed person is to always call an ambulance on the following occasions:

- In the event of a serious injury
- In the event of any significant head injury
- In the event of a period of unconsciousness
- In the event of a serious asthma attack or allergic reaction
- Whenever there is the possibility of a fracture or where this is suspected
- Whenever the first aider is unsure of the severity of the injuries
- Whenever the first aider is unsure of the correct treatment

In the event of an accident involving a child, where appropriate, it is our policy to always notify parents of their child's accident if it:

- is considered to be a serious (or more than minor) injury
- requires first aid treatment (other than a minor injury)
- Bump to the head (other than a minor bump)
- requires attendance at hospital

Our procedure for notifying parents will be to use all telephone numbers available to contact them and leave a message should the parents not be contactable.

In the event that parents cannot be contacted and a message has been left, our policy will be to continue to attempt to make contact with the parents every hour. In the interim, we will ensure that the qualified first aider, appointed person or another member of staff remains with the child until the parents can be contacted and arrive (as required).

In the event that the child requires hospital treatment and the parents cannot be contacted prior to attendance, the qualified first aider/appointed person/another member of staff will accompany the child to hospital and remain with them until the parents can be contacted and arrive at the hospital.

Out of hours and Trips

The first aid arrangements for all school-managed and organised after school activities (parent's evenings, school fetes and sports activities) are considered in this policy. On occasions where there may be the need for additional provision the school will carry out a needs assessment for that activity.

The first aid arrangements for school organised trips/visit are included in the risk assessment for each trip. These are reviewed for each trip/visit and the level of first-aid provision is reviewed to ensure adequate cover is provided for the trip/visit, and that sufficient cover is retained at the school to cover those who stay at school.

Records

All accidents requiring first aid treatment are to be recorded with (at least) the following information:

- Name of injured person
- Name of the qualified/emergency/school/paediatric first aider or appointed person
- Date of the accident
- Time of the accident
- Type of accident (e.g. bump on head etc)
- Treatment provided and action taken
- A treatment slip will be given to a child where they have received First Aid.

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.

Information

This policy is underpinned by the Equality Information and Objectives Policy for Chancel Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

Approved by Governing Body (sign): _____

Dated: _____