



CHILTON COMMUNITY PRIMARY SCHOOL

SEND (Special Education Needs and Disabilities) Policy

Person Responsible: Mrs L Carr Headteacher
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Persons Responsible to: The Governing Body

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Minuted as approved _____ FGB

Signed by Chair of Governors

1. Introduction

In our school, all children are valued as individuals. We seek to meet their needs and nurture their talents. We are committed to inclusion and structures within school support this.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

2. Aims

Our aim is for each child to achieve excellence at his or her own level, academically, socially, creatively and physically.

The aims of this policy are:

- To create an environment that meets the special educational needs and disabilities of each child;
- to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- to ensure that parents/carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage;
- to set suitable learning challenges;
- to respond to pupils' diverse learning needs;
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012

4. Definitions

A pupil has SEN 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

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children may have special educational needs or disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

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

Definition of disability

Many children and young people who have SEN may also have a disability 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16).

5. Roles and responsibilities

The Governing Body:

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and/or disabilities.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs and/or disabilities. The Governors ensure that all teachers are aware of the importance of providing for these children.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs and/or disabilities. The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. He is invited to discuss provision and support within the school with the SENDCo and Headteacher.

3.4 The Governing Body ensures that a pupil with special educational needs and/or disabilities joins in the activities of the school together with pupils who do not have special educational

needs and/or disabilities, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCO

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Oversee the day to day operation of the school's SEND policy,
- Co-ordinate, monitor and evaluate the provision in place 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 SEN receive appropriate support and high quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with key staff and other schools at points of transition to ensure 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 SEN up to date
- Contribute to the professional development of staff

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring all pupils with SEND are provided with high quality learning experiences that lead to high levels of achievement as per Chilton Community Primary School Teaching and Learning policy.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

6. Admission Arrangements

We are an inclusive school that welcomes children from all backgrounds and abilities. The level of ability of a child or any special needs and disabilities that s/he may have plays no part in the admissions policy of this school. We admit children in accordance with the LA Admissions Policy.

7. Allocation of Resources:

Staff costs, including SENCo costs, are met from the school's delegated budget. High Tariff Needs Funding provides additional funding based on the complex needs of individual children. As in the past, this budget has been enhanced from general funds.

SEND Funding

All staff have a shared responsibility to provide information for SENCos re children eligible for funding. SENCos have responsibility for collating information and checking sufficient evidence is available to successfully support funding submissions.

This budget is used to meet additional adult support, additional teaching support and specific SEND resources/programmes. The Headteacher informs the Governing Body how funding for SEND has been employed.

8. Identification, Assessment and Provision

Identification and assessment of special educational needs and disabilities is obviously of paramount importance. The process begins with the Early Years Staff liaising closely with the Nurseries/Playgroups who feed our school plus any pre-school information provided by the Local Authority and outside agencies.

Where pupils join us mid-term, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

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 needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Concerns about a pupil's progress and ability to access the curriculum may also be raised by parents or via the Health Authority.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

With appropriate classroom differentiation and if the pupil is making adequate progress, there will be no need for further intervention. The Code of Practice provides a helpful definition of what might constitute adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

At all stages information is shared with parents.

If a child's difficulties are not sufficiently responsive to the support put into place, the school will then aim to provide further additional interventions and support. This may involve referrals to outside agencies. These are possible indicators for further support:

A child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of need.
- Shows signs of difficulty in developing aspects of literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the whole school's behaviour management strategies as outlined in school Behaviour Policy documents.
- Has the sensory or physical problems and continues to make little or no progress with the provision of specialist equipment.
- Has communication and/or interactive difficulties and continues to make little or no progress despite the provision of a focused social skills curriculum.

School based interventions may be a combination of:

- Differentiating our curriculum to ensure all pupils are able to access it
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapted learning materials
- Recommended aids such as coloured overlays, visual timetables etc
- Use of information technology
- Group or individual support
- Support for curriculum planning/differentiation
- A range of management strategies and/or alternative arrangements based on specialist advice
- A range of teaching approaches
- Staff development and training

9. Storing and managing information:

All documents relating to a child's SEN are stored in a secure location. When a child transfers to another school, these documents are sent to the receiving school in line with data protection and information storage guidance. Information will only be shared with other professionals and outside agencies when consent has been given from the parents of the child (except in cases linked to the Safeguarding of the child).

10. Dealing with complaints:

The Complaints Procedure can be found on the school website and is referenced in the school prospectus and the SEN Information Report. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Links with other policies and documents

This policy is to be read in conjunction with the following documents:

- SEND Information Report
- SEND Provision Map

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

This policy and information report will be reviewed by the Headteacher and SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.