

## Cheapside CE Primary School



### Special Educational Needs and Disabilities Policy

The policy for SEN is formulated in conjunction with our:

- Mission Statement
- the Christian ethos of the school
- procedures of identification, assessment and appropriate responses outlined in the SEN Revised Code of Practice, 2002
- principles of diversity and equal opportunities with due regard for the Disability Discrimination Act, 2005

#### Introduction

At Cheapside School, our mission statement is 'to provide a safe, Christian, happy, opportunity filled, outward looking learning environment where pupils can achieve their best in thought, in word and in deed'.

This policy recognises that some pupils needs more support to achieve this vision and we work as a team to ensure all pupils are part of our inclusive community.

#### Legislative Background

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young person has a learning difficulty or disability if they:

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

A student under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be 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.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice (July 2014) also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/303642/SEND\\_code\\_of\\_practice\\_0\\_to\\_25\\_years\\_-\\_GOV.UK.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303642/SEND_code_of_practice_0_to_25_years_-_GOV.UK.pdf).

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC Plan). These plans are being supported by an Education, Health and Care Plan Pathway.

### **Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in RBWM that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More details are available from:

[directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page](https://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page)

### **Aims and Objectives**

In making provision for pupils with SEN, our aims and objectives are:

- The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.
- To ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age
- To ensure that attitudes towards all children are positive and constructive.
- To ensure that children with special needs are included within their peer group.
- To enable children in the school to work towards promoting a positive self- image and self-worth.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

- To regularly review and evaluate children's progress and to work in partnership with parents and external agencies throughout the process.
- To ensure that our pupils have a voice in deciding how their individual needs might best be met
- To work in accordance with the latest Code of Practice.

## **Inclusion**

Cheapside Primary School adopts an inclusive, 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Children with special educational needs are afforded the same rights as other children. This includes both those children with Educational Health Care Plans and those with less significant needs.

We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The class teacher is responsible for the progress and achievement of all pupils in their class and responds to all pupils' needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

## **Identification of need and the graduated response**

In accordance with the SEN Code of Practice, the school recognises the importance of early identification of any child who may have a special educational need and a graduated response is made.

Should concern be expressed about the special educational needs of a child by staff and/or parents, the following actions will be taken:-

- recorded observations, examples of work/assessment will be gathered by the class teacher and recorded on a Learning Passport
- SENCo and the Headteacher will be informed.
- parents will be informed.

## **Assessment**

Once identified as having a Special Educational Need, continued assessment will be completed by the teacher, SENCo and or external agencies.

The school staff will monitor children with special educational needs by evaluating progress. A child who is receiving extra support, either from the class teacher or internal school staff, will be expected to make progress through the strategies and intervention at whole school level in which the curriculum will continue to be adapted. Working with a child at this level involves interventions that are 'additional to or different from' those provided as part of the school's usual differentiated curriculum and activities. A passport for learning record will be written and reviewed on a minimum of a termly basis. Each pupil will be made aware of his/her targets and how to achieve them.

If after review the school continues to have a concern about a child because they are continually working at National Curriculum levels substantially below that expected of children of a similar age or he/she

- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly interfere with their own learning
- Has sensory or physical needs that require additional specialist equipment
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning,

the child may be referred to an external professional for further advice.

A request for help from external agencies is likely to follow a decision taken by the Headteacher/SENCo, in consultation with parents. The child will be seen by external support services provided by the LA or other outside agencies. They can provide more specialised assessments that will inform the Learning Passport targets and ensure that progress is carefully monitored.

If through these combined strategies and interventions a child is unable to make adequate progress a request for a Statutory Assessment (under the 1996 Education

Act) – which may lead to an Educational Health Care Plan – will be made. The SENCo will collate the evidence and send it to the Local authority for consideration.

## **Review**

Each term the Learning Passport is reviewed and new targets set for each child. The school liaises with parents in this process and termly meetings may be held with parents to discuss progress and identify support.

This process is intended to be a collaborative process between home and school with all adults working for the best interests of the child.

Annual reviews will be arranged for children who have an EHCP and outside agencies involved with the children will be invited to submit a report and or attend the review meeting.

## **Monitoring Provision**

The criteria for evaluating the success of the school's Special Educational Needs Policy will be defined by success in the following areas:

- Progress towards IEPs/IPPs
- The child's views of his/her own progress
- Parental views of a child's progress
- Individual assessment of standardised test results for year groups
- Effectiveness of INSET training related to SEN issues
- Effectiveness of in-class and small group or individual support.

## **The role of the SENCo**

In our school, the special educational needs coordinator (SENCo):

- manages the day-to-day operation of our SEN Policy and maintains the SEN register;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school,
- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEN;
- arranges and attends all review meetings, many of which they will chair.
- maintains records of all children with SEN;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

The Special Educational Needs Co-ordinator is Mrs Gill Howarth.

### **The role of the Headteacher**

At Cheapside School the SENCo is employed for a day a week so the headteacher backfills the SENCo role when the SENCO is not present. Any complaints about the implementation of this policy should be addressed to the Headteacher.

### **The role of the governing body**

The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan are aware of the requirements of the plan.

The SEN governor liaises closely with the SENCo and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

### **Role of the SEN Governor**

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer in accordance with the new Code of Practice

## **Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some statements, has been used.

## **Partnership with parents and carers**

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school web page contains a copy of this SEN Policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEN provision is always willing to talk to parents and carers of pupils receiving additional support.

## **Pupil participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

Children are involved in an appropriate way in agreeing targets. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

## **Training in SEND**

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training. The school accesses training programmes through LA conferences, LA training events, cluster training events, and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, and parents. The SENCo attends relevant SEND courses, network SEND meetings and facilitates/signposts relevant SEND focused

external training opportunities for all staff. The SENCo, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. The SENCo has completed the mandatory SENCo training.

### **Admission Arrangements and Transition**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (See Admission Policy)

Transition planning is in place for children with SEND, tailored to the individual needs of each child, who will be moving year group or key stage:

- Assessment of need by current teacher
- Review meetings are held in the summer term and the next class teacher will attend
- Familiarisation visits are planned in as appropriate
- Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

### **Accessibility**

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community, regardless of disability and will ensure that disabled people are not treated less favourably in any procedures and practices. The school has toilets suitable for disabled/wheelchair access located outside the hall. Other aspects of access will be in line with the Disability Discrimination Act and Disability Access Plan.

### **Extra-Curricular Activities**

Extra-curricular activities and educational visits are provided for all pupils in school. All pupils are encouraged to be part of school life and take on roles and responsibilities. Pupils' views are sought throughout the school and pupil voice is acted upon.

### **Effectiveness/Success of Policy – SEN Info Report – code of practice**

In order to make consistent, continuous progress in relation to SEND provision; the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process. The Governing Body will report annually to parents on the success of the policy. Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

### **Publishing information**

The school's governing body publishes an annual information report on the school website about the implementation of the SEND policy in accordance with section 69 of the Children and Families Act 2014. It is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Head Teacher and SENCo.

Date of policy: September 2018

Date for review: July 2019