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Chenies School

Special Educational Needs and Disabilities (SEND) Policy

Vision statement

To provide an environment and learning experience that supports the development of happy, confident learners who take responsibility and pride in their community, their environment and themselves.

We believe our children are global citizens of today, and the future leaders of tomorrow, and that a high-quality rounded education is an essential part of every child building a sense of self, belonging and achievement.

To allow every child the opportunity to choose their future, our role at Chenies is to offer a balanced experience of wellbeing and attainment - for children, teachers, staff and parents.

Members of staff responsible:



Headteacher
SENDCO

Date of policy: Spring 2017
Review Date: Spring 2018
Review Date: Spring 2019
Review Date: Spring 2020
Review date: Autumn 2022

Description of policy formation and consultation process:



We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- Senior Leadership Team
- Inclusion Manager
- Teaching staff
- Governors

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1. Equal Opportunities and Inclusion

Chenies School is fully committed to inclusion and developing an environment in which the teaching, learning, achievements, attitudes and well-being of all the children matters. The school believes that all pupils should be equally valued. Regardless of ability, need, race, colour or creed, they should have equal opportunities to engage intellectually, socially and physically in all aspects of school life.

Chenies School strives to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Chenies School adheres to the Code of Practice principle that all children should be involved in making decisions, where possible, right from the start of their education. There is a School Council where pupils can make their voices heard and take part in decision-making in a meaningful way. All pupils are encouraged to be representatives and are supported, where necessary, in taking part in school and class councils as valued members of the school community.

2. Rationale and Aims



Chenies School believes that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to full inclusion in all aspects of school life.

The school recognises that many pupils at some time in their school career may experience difficulties which affect their learning. These may be long or short-term. We recognise that pupils learn at different rates and that there are many factors affecting achievement, such as ability, emotional state, age and maturity.

Chenies School aims to identify such needs as they arise and to provide teaching and learning experiences that make all learning stimulating, challenging and enjoyable, enabling every child to achieve his or her full potential. Admission arrangements for children with special educational needs, but who do not have a statement, are exactly the same as for children who do not need additional support.

3 Objectives of the Policy

- To ensure the Current 2014 SEND Code of Practice, the Special Educational Needs and Disability Act (SENDA) and other relevant legislation and guidance are effectively implemented across the school.
- To ensure the implementation of any relevant County SEN directives.
- To ensure the school's SEN policy is implemented consistently.
- To ensure early identification and provision for those children who have special educational needs.
- To regularly monitor the progress of all pupils and identify needs as they arise.
- To ensure equality of opportunity for children with special educational needs and to eliminate prejudice and discrimination against them.
- To identify barriers to learning and participation and to intervene appropriately to meet a diverse range of needs.
- To ensure all pupils have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate all pupil's achievements.
- To involve the children (at an appropriate level) in planning and in any decision making that affects them.
- To provide specific intervention matched to individual needs (in addition to and different from differentiated class room provision) for those pupils with Special Educational Needs at SEN Support (SEN Support has replaced School Action and School Action Plus as a single category).
- To ensure that pupils with Special Educational Needs/Disabilities are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by all.
- To encourage an effective partnership with parents to develop and implement a joint learning approach at home and at school.
- To meet the needs of all children irrespective of whether they have physical, sensory, emotional, specific or general learning needs.
- To provide appropriate resources, both human and material, and to ensure their full and effective use.

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4 Identifying Special Educational Needs

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

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age; or*
- 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 or mainstream post-16 institutions.*

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.

The SEND Code of Practice (2014) outlines four broad areas of need, namely:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

There may be other circumstances that may have an impact on a pupil's progress and attainment. These are not classed as special educational needs.

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

5 A Graduated Approach to SEN Support / Managing Pupil's Needs

Quality First Teaching

a) All class teachers provide differentiated learning opportunities that aid pupils' academic progression. This may be through additional support, use of ICT, practical opportunities to extend their learning, evidence recorded by staff.

b) Any pupils who are falling significantly outside of the range of expected academic achievements, in line with predicted performance indicators and grade boundaries, will be closely monitored in order to gauge their level of learning and possible difficulties. The child may be placed on a Monitoring List.

c) The SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.



d) Through (b) and (c) it can be determined which level of provision the child will need going forward.

e) If a pupil has recently been removed from the SEN register, they may continue on a monitoring list, if necessary.

f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

g) The child is formally recorded by the school as being under observation due to concern by a parent or teacher. The child is recorded on the school's Monitoring List as an aid to further progression and for future reference; they are not recorded on the school's SEN register. Parents are informed that their child is receiving additional support and, as a result, is being monitored.

h) Pupil progress meetings are held between the class teacher, SENDCO and Head teacher to assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made. Termly meetings are held between class teachers and the SENDCO to review pupil progress and discuss any concerns the class teacher may have about their pupils.

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SEN Support

Pupils are identified as having SEN if they do not make adequate progress despite good quality first teaching and appropriate intervention and adjustments to their provision. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be recorded as being on the SEN list as "SEN Support". The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staffs are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Individual support plans where needed will be written by the class teacher in consultation with the SENDCO, and agreed with the parents to reinforce or contribute to progress at home. Termly targets are set, ensuring that they are measurable and achievable within an agreed time frame; these targets are reviewed each term with the parents and pupil and new targets are then agreed.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. If progress and outcomes are not being achieved, class teachers and the SENDCO will review current provision to better understand the barriers to achieving these outcomes and evaluating the intervention/support available. Where necessary, advice from outside agencies or specialist services may be sought.

Do



The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and their parents. The class teacher, in conjunction with the Inclusion manager, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or lack of

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clarity around the needs of the child, are such that a multi-agency approach to assessing that need (in planning provision and identifying resources) is required.

The decision to make a referral for an Education Health Care Plan (EHC Plan) will be taken at a progress review. The application for an EHC Plan will combine information from a variety of sources including parents, teachers, SENDCo, Social Care (if relevant) and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Education, Health and Care Plans (EHC Plans)

a. Following Statutory Assessment, an EHC Plan will be provided by Buckinghamshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named on the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6 Working in Partnership with Pupils, Families and Other Agencies

Chenies School values the knowledge; views and first-hand experience that parents and carers have that can contribute immensely to the development of their child's education. Parents and carers are essential partners in the educational process and are encouraged to keep in regular contact with the school about their child's progress and are encouraged to contact the SENDCO with any concerns about their child's special educational provision. Parents are invited to contribute to and review their child's SEN Support Plan three times a year. This is in addition to the two parents' consultation evenings; Autumn Term and Spring Term and report discussion opportunity in the Summer Term; where an appointment with the SENDCO can be arranged.

Other Agencies

As a school we work collaboratively with other agencies to fully support the needs of the child and the family. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services may be involved as, and when, necessary:

- Occupational Therapy
- Speech and Language Therapy
- Specialist Teaching Services (visual impairment team, hearing impairment team, physical disability team, cognition and learning team, speech, language and communication team)
- School Nurse
- Physiotherapy
- Community Paediatrics
- Pupil Referral Unit
- CAMHs (Child and Adolescent Mental Health Service)
- Family Resilience
- Child Protection Services
- County SEN Team

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up-to-date with legislation.



In cases where a child is under observation, or cause for concern, focused meetings will be arranged with the appropriate agency.

The Local Offer and Annual SEN Report

Chenies School Local Offer can be found both on the Buckinghamshire Family Information website as well as the school's own website. This details the support that the school can provide. Our school's SEN Policy is reviewed annually and is published on the Chenies School website.

Transition

Chenies School has a good relationship with our feeder secondary schools. Where necessary, the SENDCO liaises with relevant staff to plan individual transition programmes for children with SEN. Information is shared and additional meetings/visits are planned when appropriate.

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7 Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHC) and the SEND Code of Practice (2014) is followed.

Pupils with medical conditions have individual Healthcare Plans which are stored within the Medical File and located in the school office. Each member of staff is made aware of specific children's medical needs. Each class holds medical information on specific children in their class and other classes with medical conditions. (See policy for Supporting Pupils with Medical Conditions.)

8 Monitoring, Assessment and Evaluation of SEND

Chenies School follows nationally-recognised assessment systems which indicate National Curriculum levels of attainment. All teachers monitor and review pupil progress using these assessment procedures as well as informal procedures.

Achievement is monitored through a combination of measures, including but not limited to the following:

- Teacher and Learning Support Assistant observation and marking of daily work
- Assessment records for reading, writing, spelling, maths and science.
- End of Key Stage 1 SATs tests in Year and Key Stage 2 SATs tests in Year 6
- Reading and comprehension tests
- Termly Summative Assessment Papers

The SENDCO analyses the progress data in relation to children with SEN. This analysis is shared with the staff and governors. Any children who are making inadequate progress will then be analysed and a further action plan will be implemented led by the SENDCO. Based on the schools observations, assessment data and following a discussion between the class teacher, SENDCO and parent/carers, a child may be considered as needing either:

- Differentiated curriculum support within the class
- Additional support at the SEN Support level.

The decision to place a child on SEN Support will be determined by the following thresholds:

- Makes little or no progress even when teaching approaches are targeted to improve a child's identified weakness
- Continues working at levels significantly below those expected for children of a similar age.
- Presents persistent emotional and/or social difficulties
- Has sensory or physical problems and makes little progress despite the provision of personal aids and equipment.
- MUST have an outside agency involved (as recommended by Buckinghamshire County Council).

SEN Support Plans are written in consultation with the parents and pupils; these are reviewed and new outcomes written each term. Meetings are held termly between the child, parents, class teacher, and SENDCO to discuss individual pupils, progress against their SEN Plan short term outcomes and to suggest next steps.

The impact of interventions for children is closely monitored. Children are assessed before, during and after an intervention to check it is having an impact. This data is collated by the staff working with the child and is then analysed as a whole by the SENDCO. This enables the staff to identify the most successful interventions across the school and make alterations to a child's individual provision where appropriate.



The SENDCO meets with the SEND Governor termly to discuss the school's policy and provision for SEND pupils. Through evaluation and monitoring of current provision, both through meetings and questionnaires to staff and parents, our SEND provision is reviewed and improved where necessary.

Request for High Needs Block Funding (HNBF)

The school may make a request for HNBF when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource. The funding is allocated for a two year period and may be more appropriate to a child than an EHC Plan. The school must demonstrate that that over £6,000 has already been spent in order to support the child.

Request for an Education, Health and Care (EHC) Plan

The school will make a request for an EHC Plan (which has replaced a statement) to the LEA when, despite an individual programme over a period of time, the pupil remains a significant cause for concern. The school must

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demonstrate that the child is being supported for over thirteen hours a week. Requests for assessment may also be made by the parent or by referral from another agency. When requesting an EHC Plan the school will have the following information available:

- The action followed with respects to SEN Support.
- The pupil's past SEN Support Plans/Provision Maps with the reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National curriculum levels
- Other relevant assessments from specialist's i.e. Educational psychologists; support teachers.
- The views of both parent and child.
- Any other involvement by professionals.
- Social services/educational welfare service.

If an EHC Plan is approved by the LEA it will include details of targets set for the pupils, these will be:

- Short term in nature, established through parent/pupil consultation.
- Implemented in the classroom setting either with whole class or group teaching.
- Children may also need to go out of school to access specialist support in clinic such as Occupational Therapy.
- Delivered by the class teacher

The Annual EHC Plan Review

The school will review each statement annually and the SENDCo/Inclusion Manager may invite:

- The child's parent(s)
- The relevant teacher.
- A representative of the LEA.
- The Educational psychologist.
- Any other person involved with the pupil's educational needs.

The aims of the review will be to:



- Assess the pupil's progress in relation to objectives outlined in the EHC Plan and review the progress made from the provision.
- Review the provision made for the pupil in the context of the National Curriculum and attainment in basic literacy and numeracy skills.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement.
- Set new targets for the coming year when the statement is to be maintained.
- The year 5 review, held in the summer term, will indicate the provision that will be required at the secondary stage. At the year 6 review, in the summer term, the SENDCO/Inclusion Manager of the secondary school will be invited to attend, enabling the receiving school to plan appropriately for the new school year and to give parents the opportunity to liaise with the new school.
- The child with the EHC Plan will be involved in their review.

9. Provision for children with Special Educational Needs/Disabilities

Special educational needs support is provided for pupils at Chenies School in a range of personalised ways, including the following ways:

- Learning Support Assistants work in class to support SEN Support and pupils with a statement (support at "arm's length" to foster independent learning skills not dependency)
- Children may be taught specific skills in small groups or on a one to one basis outside of the classroom by a Learning Support Assistant. This may include pre teaching vocabulary or concepts and overlearning in order to access quality first teaching.
- Children may be withdrawn from their classes to work in small groups with the class teacher, SENDCo or an LSA on a regular basis. Some children may be withdrawn to work with an external agency such as a speech and language therapist or the pupil referral unit. External provision is followed up by school teachers and/or LSAs.
- Withdrawal from lessons is carefully timetabled and regularly monitored to ensure children continue to receive a balanced curriculum as far as reasonably possible.
- Children with an EHC Plan maybe regularly supported by specialist teachers from Buckinghamshire's specialist teaching service through interventions such as direct teaching, in-class support, counselling, and needs assessment. Specialist teacher support is reinforced by school staff.

The school also has access to an educational psychologist and an Education, Health and Care Coordinator (EHCCO) from County. They are able to provide advice and guidance on issues related to curriculum provision, gender issues, early years provision, as well assisting in the identification and assessment of individual pupil needs.

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10. Training and Resources

Chenies School firmly believes in the SEND Code of Practice 2014 guidance that “All teachers are teachers of children with special educational needs” and that quality first teaching is essential. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

General and specific training needs and strategies are identified and actioned through the school's professional development and school improvement plans. Training is planned in accordance with the requirements of the school improvement plan. This includes training for SEN topics and access to outside agency advice.

Learning support assistants are invited to all appropriate training sessions. The SENDCO addresses the on-going needs of the teaching assistant team and organises training to share best practise and implement new strategies and initiatives. Additionally, LSAs have access to County training bulletins and attend courses where necessary.

Year Group teachers and LSAs have weekly meetings to discuss planning and assess the learning needs of all children, including children with SEN. This ensures that LSAs are prepared in advance to best support individual children. The teachers and LSAs follow a planned rotation of group support so that all children have access to teacher and TA teaching.

The school's SENDCO regularly attend the local authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.

11. Roles and Responsibilities

The Special Educational Needs/Disability Coordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
 - Coordinating provision of education for children with Special Educational Needs/Disabilities.
 - Liaising with and advising fellow teachers.
 - Liaising with and advising Learning Support Assistants (LSAs).
 - Liaising with and advising Specialist Support Assistants (SSAs) employed for children with SEN/D.
 - Ensuring the pupil's parents/carers have an opportunity to review and comment on the SEN Support Plan and make appropriate changes in light of the progress made and the child's views of the provision in place.
 - Meeting with each class teacher at least once per term to discuss any additional needs or concerns with any pupil in the class.
 - Coordinating the records of all children with special educational needs.
 - Liaising with parents/carers of children with special educational needs in collaboration with the class teacher.
 - Discussing the management of provision for pupils with SEN/D with the Head teacher.
 - Contributing to the in-service training of staff.
 - Coordinating annual review meetings of pupils with a statement for SEN and/or an EHC Plan.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.

Responsibilities of the Governing Body

The governing body is responsible for ensuring that necessary provision is made for pupils with special educational needs. In consultation with the Head teacher and SENDCO, it will determine the school's general policy and approach towards SEND provision.



The governing body will be guided by the current 2014 SEND Code of Practice when carrying out its duties towards all children. It maintains a general overview and has an appointed representative (the SEN Governor).

The SEND Governor, Mrs Judith Palfreman meets with the SENDCO and Headteacher termly to discuss provision and progress for pupils with SEN or medical needs. She attends training and feeds back new initiatives to the governing body. Mrs Suzanne Powell (Headteacher) is the Designated Lead for Safeguarding. Mrs Bal Sahotay is the deputy designated lead.

The Office Manager is the member of staff responsible for ensuring the medical needs of pupils are met.

12. Storing and Managing Information

Each class holds a Class Information Folder outlining the specific needs of pupils in their class. The SENDCO securely stores files on all children on the SEN register and pupils on the Monitoring List.

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13. Reviewing the Policy

In line with the Code of Practice (2014), the SEN policy is reviewed annually alongside the review of the School's annual SEN Report.

14. Accessibility

Please see the School's Accessibility Policy and Equalities Policy.

15. Complaints Procedure

Problems and concerns can usually be resolved amicably on an informal basis. However the school does have a formal procedure for complaints. A copy can be obtained from the school office.

16. Bullying

Please see the School's Anti Bullying Policy.

17. This policy should be read in conjunction with:

- Annual SEN Information Report
- Anti-Bullying Policy
- Accessibility Policy
- Equalities Policy
- Supporting Pupils with Medical Conditions Policy