

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW

## Chapel en le Frith C of E VC Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
02.07.15		T6 2016	Full Governing Body	4	
02.07.15	05.05.16	T5 2019	Full Governing Body	16	

We are an 'enhanced resource' school with places for children who have additional needs including moderate to severe learning difficulties, speech, language and communication impairment. We also have facilities for children with additional sensory, physical and medical needs and children who need support with their social, emotional and mental health wellbeing.

We are a specialist provision for children with Autistic Spectrum Condition with appropriate resources, strategies and trained staff.

In our nursery we have 8 places for children who come to be assessed for period of 12 weeks. These children are placed by the Local Authority with the aim of establishing the support and provision required.

### **Mission Statement**

At Chapel-en-le-Frith C of E VC Primary School we believe it is important to consider the needs of all children, and that all children are entitled to a broad and balanced curriculum.

Every effort is made to identify and assess children with additional educational needs as early as possible and to provide differentiated tasks according to their needs.

It is our aim to keep parents and carers fully informed at every stage of their child's development, and where possible children will be involved in the monitoring of their own progress to promote independence.

We value the knowledge, views and experience of pupils, parents and carers, and feel that the most effective assessment and provision can be achieved when there is a partnership between parents, children, outside agencies and our school.

Chapel-en-le-Frith Primary School takes into account the guidance of the **Special Educational Needs Code of Practice (2014)** in conjunction with the **Children and Families Act (2014)** in addition to **Supporting children at school with medical conditions (2014)**. An inclusive education is implemented, with a graduated response, matching the level of support to the requirements of the child, in accordance with guidelines.

### **Inclusion Statement**

Chapel-en-le-Frith Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

All children, including those who have been identified as more able will be given opportunities within lessons and through extra -curricular activities to use and develop their gifts and talents.

### **Aims and Objectives of the Policy**

- We aim to support children to make choices for themselves from an early age and support them in making friends and staying safe and healthy.
- We aim to ensure that all our pupils, including vulnerable groups and those with disabilities and additional needs<sup>1</sup>, have access to a broad and balanced curriculum, including the National Curriculum.
- We will have awareness amongst staff that many children will have additional educational needs throughout or at some stage during their school career, and that these needs will be identified and then met within the classroom situation.
- We will respect the choice and control of parents and carers, provide support and information about learning difficulties and disabilities and ensure that they are fully involved in the assessment processes including those for EHCPs.
- We will encourage the support of other agencies as we recognise that they play a vital role in the child's education.
- We will ensure that planned activities are matched to ability through quality first teaching to ensure that all learners are challenged and can achieve.
- We will remove barriers to learning for pupils with disabilities and additional needs through support, differentiation and organisation of the school environment.
- We will ensure that staff members are clear about their roles and responsibilities regarding effective provision for all children including those with AEN.

### **Staff Training**

We pride ourselves in the level of expertise that our staff have and regular training is provided in order to keep these high standards.

---

<sup>1</sup> See Appendix for definition of additional educational needs

Staff have training opportunities which are identified through staff appraisals or through a child's particular need.

Our training includes:

- Regular courses on medical needs such as Epilepsy, Asthma and First Aid training.
- Moving and Handling courses to support children with Physical difficulties
- Autism specific strategies such as the use of visual supports and Social stories etc.
- Communication skills such as Makaton signing
- Emotional, Social and Mental Health issues such as SCIP (Strategies for Crisis Intervention and prevention)
- Dyslexia training

The teaching assistants have regular fortnightly in house meetings with the SENCo to ensure all staff are confident in delivering consistent and relevant support to the children with SEND.

### **Responsibility for Co-ordination of Inclusion and AEN Provision**

Although provision for children with additional educational needs is a matter for the school as a whole<sup>2</sup>, the Special Educational Needs Co-ordinator (SENCo) is Deborah Frith, who is responsible for the implementation of the AEN policy, and the co-ordination of educational provision for pupils with special needs. Alison Barnes, Deputy Head, is currently responsible for monitoring the AEN Support provision and Looked After Children.

### **Admission Arrangements**

On admission to school, parents and carers are required to complete a form indicating any identified need or disability their child may have, outlining which support agencies have been/are involved. We strive to gain access to AEN data from previous schools. We share appropriate data if and when children leave Chapel-en-le-Frith Primary School.

### **Facilities for vulnerable pupils, those with AEN or who are disabled**

- All areas of the school are accessible to all pupils.
- Accessible toilets are in place in all sections of the school.
- The school benefits from dedicated AEN rooms and medical rooms with hoist, bed and shower facilities and washroom disposal unit for nappies with removal services, as well as adequate space for the storage of larger items used by specific pupils.
- Personal emergency evacuation plans (PEEPs) are in place for vulnerable pupils.
- Wheelchair users can gain access to the building via the main entrance without the need for a ramp.
- A dedicated sensory room and a soft play room are available for the use of pupils with AEN.
- Classroom sound field systems can be put in place to ensure that teachers can be heard clearly by hearing impaired children.

---

<sup>2</sup> Roles and responsibilities of all parties are detailed in the Appendix.

- Staff members can use a radio transmitter to communicate effectively with hearing impaired children who have access to a receiver.
- Signage is appropriately sized and positioned.

### **Information about the school's policies for the identification, assessment and provision for vulnerable pupils, those with AEN or who are disabled.**

- Early identification, followed by a graduated response<sup>3</sup> to AEN is vital to meeting the needs of all pupils at Chapel-en-le-Frith Primary School.
- All class teachers are responsible for the initial identification and assessment of pupils with AEN and must inform the SENCo of any child with AEN in their care.<sup>4</sup> They will discuss their concerns with parents and complete a Personal Plan.
- We have a range of assessments which can be used to identify AEN. These can be administered by the SENCo, Teaching and Learning Assistants and the Class Teachers.
- Regular pupil progress meetings between class teachers and the senior management team ensure that pupils who are making insufficient progress, despite receiving differentiated learning opportunities at Wave 1 and 2, can be quickly identified.
- Where progress is judged to be inadequate, it will be necessary to take some additional and/or different action in order to ensure progress in future. This action will be planned in the form of a highlighted **Provision Map** and **targets** and a **Personal Plan (PP)**, a care plan or behaviour plan and the pupil will be placed on AEN Support following consultation with parents or carers and the SENCo.
- All personal targets are to be written by the class teacher, with guidance from the SENCo if required. Class teachers will ensure that information is accessible to all those involved in the AEN provision for a child.
- The role of the AEN teaching assistant is to give the child the fullest possible support in the classroom, to help them to access the curriculum, activities and facilities and to make progress.
- Regular assertive mentoring meetings will ensure that parents, carers, teachers and pupils are aware of progress and next steps. Parent and pupil views will be sought and recorded at these meetings for pupils with additional needs.
- In some cases, other agencies may be required to become involved in the provision for a child. At this stage, their ongoing progress may be monitored by the class teacher and SENCo.
- The SENCo, if appropriate, will meet with outside agencies to discuss, plan and implement strategies that are identified as either whole school, individual or group needs.
- If progress remains inadequate under the provision for AEN Support, the parents or school may request that the LA begin a needs assessment, with a view to the LA providing an **Education Health and Care Plan (EHCP)**.

---

<sup>3</sup> The graduated response is highlighted in red below.

<sup>4</sup> A list of the triggers for intervention can be found in the Appendix

- In order for a request for statutory assessment to take place, a number of outside agencies would usually be involved; with agreement to apply for statutory assessment being made at a multi-agency meeting. If requested to do so, the SENCo. will attend.

### **Access to the curriculum, information and associated services**

- Vulnerable groups have the same opportunities as all children at Chapel-en-le-Frith Primary School. We remove barriers to learning through quality first teaching and additional support, including AEN Teaching Assistants, specialist equipment and other interventions.
- We work with outside agencies such as VI/PI Team, parent support advisors to ensure best practice for vulnerable groups.
- Additional opportunities are provided through outside agencies and local schools for vulnerable groups such as Riding for the Disabled and links with Peak School.
- Information is shared in an accessible way with pupils, parents, carers, teaching assistants and teachers through pupil progress meetings.

### **Inclusion of vulnerable pupils, those with AEN or who are disabled**

Disabled pupils have access to the same activities and parts of the building as all children at Chapel-en-le-Frith Primary School. We remove barriers through additional support including AEN Teaching Assistants, specialist equipment and other interventions.

### **Personal Care**

We follow DCC Guidance for Safer Working Practice for Adults working with Children and Young People to ensure that young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Where a child has personal care needs, we aim to ensure that their needs are met sensitively and by a limited number of staff members.

### **Evaluating the success of provision for pupils with AEN or who are disabled**

- The Governor responsible for AEN provision at Chapel-en-le-Frith Primary School is Karen Howarth.
- The Governing Body will monitor and investigate parent complaints regarding AEN provision in line with the complaints procedure.

### **Complaints Procedure**

Complaints about the provision or organisation of AEN will be dealt with through the procedures outlined in the whole school complaints policy available from the Headteacher.

### **Review**

This policy will be reviewed on an annual basis by the SENCo in consultation with staff, parents and the governors.

### **Information about the school's staffing policies and partnership with agencies beyond the school.**

#### **In-service training**

In-service training in Additional Educational Needs is identified and linked to the individual needs of pupils and is attended by staff as and when it is appropriate and through Pupil Progress meetings and Performance Management Cycles.

#### **Links to support services**

The school works in partnership with a range of external agencies and charities e.g Educational Psychology Service, Speech and Language Therapy, CAMHS and Health and Social Services.

#### **Working in partnership with parents**

- Partnerships with parents and carers are valued by staff and the school and are secured by regular meetings and opportunities for parents to make appointments to see the Class Teacher, SENCo or senior Management Team. Chapel-en-le-Frith Primary School is adopting the model of the person-centred review where appropriate e.g. annual reviews.
- Yearly transition meetings between the current and successive class teachers (and, if necessary, parents/carers, the SENCo, teaching assistants, and representatives of agencies involved in the AEN provision for the child) enable a smooth transition for the child and an opportunity for dialogue.
- As a school, we identify vulnerable families and direct them to the work and support of the parent support advisors and local and national charitable organisations e.g. POINT and Contact a Family

#### **Links with other schools**

- We welcome collaboration between our school and other schools.
- We follow LA guidelines for the transition of pupils from Year 6 to Year 7 and arrange additional transition support for vulnerable groups involving the teaching assistants with experience in transition visits.

#### **Links with other agencies and voluntary organisations**

- We welcome collaboration with external agencies.
- When necessary, we involve outside agencies such as EPS, SALT, SSEN, VI/PI Team and parent support advisors to ensure best practice for vulnerable groups.
- We provide evidence of the graduated response to the outside agencies concerned.

### **Appendix**

## What are special educational needs?

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.<sup>5</sup>

A child has a learning difficulty if he or she:

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

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 which they are taught.

At some time in their school careers all children may have AEN, which need to be identified at an early stage. Children will have needs and requirements which may fall into at least one of four areas. Many children will have interrelated needs.

The areas of need are:

- **communication and interaction needs** (e.g. speech and language difficulties, autistic spectrum disorders)
- **cognition and learning needs** (e.g. moderate, severe or profound learning difficulties characterised by low/ very low attainment across the curriculum or specific learning difficulties which there is a mismatch in the child's potential and their actual performance in specific skill areas e.g. dyslexia or dyspraxia)
- **social, emotional and mental health needs** (e.g. pupils who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs)
- **Sensory and/or physical needs** (e.g. profound and permanent deafness or visual impairment, to lesser levels of loss, which may only be temporary (glue ear), physical impairments arising from physical, neurological or metabolic causes including cerebral palsy, spina bifida etc.)

## The triggers for intervention

The triggers for intervention through AEN Support are the teachers or other concerned parties, underpinned by evidence, about the child who despite receiving differentiated learning opportunities and/or appropriate pastoral support/behaviour management:

- makes little or no progress, even when teaching approaches are targeted, particularly in a child's area of weakness.
- shows signs of difficulty in developing Literacy and/or Numeracy skills which results in poor attainment in some curriculum areas.
- presents persistent emotional difficulties which are not resolved with a range of behaviour management techniques.

---

<sup>5</sup> Definitions taken from the AEN Code of Practice 2014

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **Adequate Progress**

Adequate progress is defined as progress which meets one or more of the following:

- 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 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 an improvement in the child's behaviour

## **Overview of roles and responsibilities for inclusion and AEN in schools**

### **Headteacher**

- Dissemination of budget to SENCo
- Review AEN budget with SENCo
- Implement Teaching Assistant support
- Ensure Annual Reviews take place
- Inform Governors of AEN issues on a regular basis
- Ensure AEN Policy is in place
- Ensure training needs of SENCo and support staff are met
- Ensure Access plan is in place

### **SENCo**

- Administer or arrange for diagnostic testing as required
- Liaise with Head teacher/class teachers/outside agencies and other professionals as required
- Organise Annual Reviews
- Provide evidence of progress of children with additional needs
- Deployment of teaching assistant support
- Performance Management of TAs

### **The child**

- Be aware of and discuss targets with class teacher/ SENCo
- Attend review meetings if appropriate

### **Class teacher**

- Have high ambitions and set stretching targets.
- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's AEN Policy
- Report progress to parents during meetings at least twice per year.
- Regularly review targets with child and parents
- Monitor Progress
- Identify on planning deployment of additional support and/or resources

- Make provision which is 'additional to and different from' what is available for all pupils.
- Make accurate classroom assessments
- Write Personal Plans, care plans and targets to address actual needs
- Match activities to targets and care plans
- Reflect and address the EHCP Objectives in targets
- Plan for and make effective and efficient use of teaching assistants
- Monitor and evaluate the work of teaching assistants to measure impact on pupils' progress
- Use appropriate resources for AEN within the classroom
- Provide opportunities for progress in lessons
- Provide equality of access in content, tone, difficulty and relevance of lessons
- Use assessments to give feedback and adjust lessons.
- Enable pupils with AEN to participate in class and around the school
- Monitor effects of support arrangements on well-being in class and in withdrawal sessions.
- Make effective arrangements for therapy and medical provisions.

### **Teaching assistant**

- Be aware of the school's AEN Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals

### **Parents**

- Support the child as necessary
- Liaise with school as necessary
- Attend reviews/meetings on a regular basis

### **AEND governor**

- Review the budget
- Regularly meeting with the SENCo
- Implement Complaints Procedure as set out in the AEN Policy

### **Governors**

- Implement the budget
- Report to parents
- Review the effectiveness of the AEN Policy annually

### **The Governing body's responsibilities include:**

- In conjunction with the head teacher, deciding the school's policy and approach to meeting the needs of pupils
- Ensuring that provision for pupils with AEN is made and that it promotes high standards
- Ensuring that objectives are set for AEN as part of performance management framework
- Making sure that a 'responsible person' is appointed to ensure that all involved with teaching pupils with EHC Plans are informed about the plan
- Selecting an AEN governor to oversee the school's AEN arrangements (non-statutory, but most governing bodies follow this approach)

- Ensuring that pupils with AEN are fully involved in the school's activities
- Having regard to the Code of Practice when carrying out responsibilities towards pupils with AEN
- Making sure that parents of pupils with AEN are notified of the provision for their child
- Being fully involved in the development of, and subsequent reviewing of, the AEN policy
- Ensuring that they possess up-to-date knowledge of the school's AEN provision, including funding and deployment of staff/resources
- Ensuring that AEN provision is integrated into the School Improvement Plan
- Ensuring that AEN provision is constantly monitored