

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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	
	08.05.19	T5 2022	Full Governing Body	18	

We are an autism specialist Enhanced Resource School (ERS) with 19 places for pupils who have special needs and disabilities which have been identified through an Education Health Care Plan (EHCP). These needs include moderate to severe learning difficulties, and speech, language and communication impairment. We also have facilities for pupils with additional sensory, physical and medical needs and pupils who need support with their social, emotional and mental health wellbeing.

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

In our nursery we have a few places for pupils who come to be assessed for a period of 12 weeks. These pupils are placed by the Local Authority with the aim of establishing the support and provision they require.

Mission Statement

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

Every effort is made to identify and assess pupils with special educational needs and disabilities 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 pupils 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, pupils, 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 pupil, 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, and collaborative 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 pupils' needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all pupils is given equal priority and available resources are used to maximum effect.

All pupils, 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 pupils 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 special needs¹ and disabilities, have access to a broad and balanced curriculum, including the National Curriculum.
- We will have awareness amongst staff that many pupils 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 pupil'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 special needs and disabilities 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 pupils including those with SEND.

Responsibility for Co-ordination of Inclusion and SEND Provision

¹ See Appendix for definition of special educational needs

Although provision for pupils with special educational needs and disabilities is a matter for the school as a whole², the Special Educational Needs Co-ordinator (SENCo) is Sue Oliver, who is responsible for the implementation of the SEND policy, and the co-ordination of educational provision for pupils with special needs. She is also responsible for monitoring the SEND Support provision and Children in Care.

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 SEND data from previous schools. We share appropriate data if and when pupils leave Chapel-en-le-Frith Primary School.

Facilities for vulnerable pupils, those with SEN 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 Enhanced Resource classrooms. Medical rooms with hoist, bed and shower facilities and washroom disposal unit for nappies with removal services are available, 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 SEND. Bespoke calm, safe spaces can also be made available to pupils if they require a break from the busier classroom environments.
- Classroom sound field systems can be put in place to ensure that teachers can be heard clearly by hearing impaired pupils.
- Staff members can use a radio transmitter to communicate effectively with hearing impaired pupils 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 SEN or who are disabled.

- Early identification, followed by a graduated response to SEND 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 SEND and must inform the SENCo of any pupil with SEND in their care.³ They will discuss their concerns with parents and may decide to complete a Personal Plan (see below).
- There are a range of assessments which can be used to identify SEND. These can be administered by the SENCo, Teaching and Learning Assistants and the Class Teachers.

² Roles and responsibilities of all parties are detailed in the Appendix.

³ A list of the triggers for intervention can be found in the Appendix

- 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 may 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 Personal Plan (PP), a highlighted Provision Map and targets in a My SEND Learning Programme, a care plan or a positive behaviour support plan. The pupil will be placed on SEN 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 SEND provision for a pupil.
- The role of the SEN teaching assistant is to give the pupil support in the classroom, to help them to access the curriculum, activities and facilities and to make progress.
- Regular Personal Plan meetings will be held three times a year to 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 SEND.
- In some cases, other agencies may be required to become involved in the provision for a pupil. 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 SEN Support, the school may decide to make a request for additional funding through a GRIP (Graduated Response for an Individual Pupil) application. If awarded, the GRIP targets will then be reviewed annually and if necessary, further funding will be applied for.
- Should either the school or parents decide that **specialist provision** would be more appropriate for a pupil (e.g. at an Enhanced Resource or Special School), then they will request that the LA begin a needs assessment, with a view to the LA providing an Education Health and Care Plan (EHCP).
- 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 pupils at Chapel-en-le-Frith Primary School. We remove barriers to learning through quality first teaching and additional support, including SEN Teaching Assistants, specialist equipment and other interventions.
- We work with outside agencies and support services such as the Hearing Impaired (H.I.), Physically Impaired (P.I.) or Visually Impaired (V.I.) Teams, Speech and Language Therapists, Physiotherapists and Occupational Therapists, Autism Outreach, the Behaviour Support Service, the Educational

Psychology Service, CAMHS, Health and Social Services and 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 SEN or who are disabled

Disabled pupils have access to the same activities and parts of the building as all pupils at Chapel-en-le-Frith Primary School. We remove barriers through additional support including SEN Teaching Assistants, specialist equipment and bespoke 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 pupil 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 SEN or who are disabled

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

Complaints Procedure

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the whole school complaints policy available on the school website.

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 Special Educational Needs and Disabilities 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.

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 or SENCo. Chapel-en-le-Frith Primary School has adopted 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 SEN provision for the pupil) enable a smooth transition for the pupil 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. STARTING POINT and CROSSROADS.

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, SSSEN, HO/VI/PI Teams 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?

Pupils 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.⁴

A pupil has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils 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 pupils of the same age in mainstream schools.

Pupils 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.

⁴ Definitions taken from the SEN Code of Practice 2014

At some time in their school careers all pupils may have SEN, which need to be identified at an early stage. Pupils will have needs and requirements which may fall into at least one of four areas. Some pupils 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 where 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, or sensory sensitivities to environmental factors).

The triggers for intervention

The triggers for intervention through SEN Support are the teachers or other concerned parties, underpinned by evidence, about the pupil - 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 pupil'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.
- 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 pupil 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 pupil'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 pupil's behaviour

Overview of roles and responsibilities for inclusion and SEND in schools

Headteacher

- Dissemination of budget to SENCo
- Review SEND budget with SENCo
- Implement Teaching Assistant support
- Ensure Annual Reviews take place
- Inform Governors of SEND issues on a regular basis
- Ensure SEND 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 pupils with SEND
- Deployment of Teaching Assistant support
- Performance Management of Teaching Assistants

The pupil

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

Class teacher

- Have high ambitions and set aspirational targets
- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's SEND Policy
- Report progress to parents during meetings at least twice per year
- Regularly review targets with pupil and parents
- Monitor progress
- Identify on planning the 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 SEND 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 SEND 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 SEND Policy
- Liaise with class teacher and SENCo about individual pupils
- Record progress of the pupils 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

SEND governor

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

Governors

- Implement the budget
- Report to parents
- Review the effectiveness of the SEND Policy on a three yearly basis.

The Governing body's responsibilities include:

- In conjunction with the head teacher and SENCo, deciding the school's policy and approach to meeting the needs of pupils
- Ensuring that provision for pupils with SEND is made and that it promotes high standards
- Ensuring that objectives are set for SEND 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 a SEND governor to oversee the school's SEND arrangements (non-statutory, but most governing bodies follow this approach)
- Ensuring that pupils with SEND are fully involved in the school's activities
- Having regard to the Code of Practice when carrying out responsibilities towards pupils with SEND
- Making sure that parents of pupils with SEND are notified of the provision for their child
- Being fully involved in the development of, and subsequent reviewing of, the SEND policy
- Ensuring that they possess up-to-date knowledge of the school's SEND provision, including funding and deployment of staff/resources
- Ensuring that SEND provision is integrated into the School Improvement Plan
- Ensuring that SEND provision is constantly monitored