

SPECIAL EDUCATIONAL NEEDS 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	
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We are a mainstream school with an autism specialist Enhanced Resource (ERS). The ERS has 20 places for children who have special educational 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. We have facilities for children with additional sensory, physical and medical needs and children who need support with their social, emotional and mental health wellbeing.

The ERS is a specialist provision for children with Autistic Spectrum Condition with appropriate resources, strategies and trained staff.

Our Vision and Values

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 special educational needs and disabilities as early as possible and to provide adapted or differentiated tasks according to their needs.

It is our aim to keep parents and carers fully involved 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.

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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. Learning for all pupils is given equal priority and available resources are used to maximum effect.

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 educational needs and disabilities¹, have access to a broad and balanced curriculum, including the National Curriculum.
- We will promote 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 environment.
- We will respect the choice and knowledge of parents and carers as advocates for their child, provide support and information about learning difficulties and disabilities and ensure that they are fully involved in our graduated response and our assessment processes, including those for EHCPs.
- We will involve 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 pupils' needs through quality first teaching to ensure that all learners are challenged and can achieve.
- We will remove barriers to learning for pupils with special educational needs and disabilities through support, adaptation or 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 SEND.

Responsibility for Co-ordination of Inclusion and SEND Provision

Although the day to day provision for children with special educational needs is primarily the responsibility of all of our teachers², Sue Hutchins, the Special Educational Needs & Disabilities Co-ordinator (SENDCo) is responsible for the implementation of the SEND policy, and the co-ordination of educational provision for pupils with special educational needs. As Designated Teacher, she is also responsible for monitoring the provision of the Looked After Children.

Admission Arrangements

On admission to school, parents and carers are encouraged 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

¹ See Appendix for definition of special educational needs

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

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from previous schools. We share appropriate data when children leave Chapel-en-le-Frith Primary School.

Facilities for vulnerable pupils and those with SEND

- 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 SEND 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 light 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.
- 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 and those with SEND.

- Early identification, followed by a graduated response³ 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 SENDCo of any child with SEND in their care.⁴ They will discuss their concerns with parents and may decide to complete a Personal Plan (see below).
- Regular pupil progress meetings between class teachers and the senior leadership team ensure that pupils who are making insufficient progress, despite receiving adapted 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 Personal Plan, a care plan or a positive behaviour support plan and the pupil will be placed on the SEND register, following consultation with parents or carers and the SENDCo.
- All personal outcomes are to be written by the class teacher, with guidance from the SENDCo if required. Class teachers will ensure that information is accessible to all those involved in the SEND provision for a child.
- Regular Personal Plan meetings will be held three times a year to enable parents, carers, teachers and pupils to celebrate small steps of progress and to plan for next steps. At these meetings, the views of parents/carers and the pupil will be shared and these will be recorded on the pupil's Personal Plan.

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

⁴ Definitions taken from the SEND Code of Practice 2014

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- 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 SENDCo.
- The SENDCo, 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 SEND Support, the school may decide to make a request for additional funding through the LA Inclusion Panel, which will be for a specific period of time.
- 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).
- Pupils who have an EHCP, will share the support of a SEND TA. The role of the SEND teaching assistant is to give pupils with EHCPs the fullest possible support in the classroom, to help them to access the curriculum, activities and facilities and to make progress.

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 Learning Support Assistants and SEND Teaching Assistants, specialist equipment and other interventions.
- To ensure that we can implement best practice for vulnerable groups, we work with outside agencies such as the Sensory and Physical Support Services, Speech and Language Therapists, Physiotherapists and Occupational Therapists, the Inclusion Support Advisory Service, the Educational Psychology Service, CAMHS, Health and Social Services and parent support advisors.
- 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 SEND

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 SEND 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

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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 SEND

- The Governor responsible for SEND provision at Chapel-en-le-Frith Primary School is Emma Mahon.
- 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 a three yearly basis, by the SENDCo 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 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 the Sensory and Physical Support Services, Speech and Language Therapists, Physiotherapists and Occupational Therapists, the Inclusion Support Advisory Service, the Educational Psychology Service, CAMHS, Health and Social Services and parent support advisors.

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 SENDCo. 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 SENDCo, teaching assistants, and representatives of agencies involved in the SEND 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. Zinc hub, Parent Carer Voice network and Crossroads.

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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 Inclusion Support Advisory Service, Educational Psychology Service, Speech and Language Therapy, the Sensory and Physical Support Services and parent support advisors to ensure best practice for vulnerable groups.
- We provide evidence of the graduated response to the outside agencies who are involved.

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. ⁴

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.

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.

At some time in their school careers all pupils may have SEND, 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 conditions)
- **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, frequently seek movement, have difficulties with focus and attention; those with developmentally young social skills; and those communicating through their behaviours that they are dysregulated)
- **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

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causes including cerebral palsy, spina bifida etc. or sensory processing differences)

The triggers for intervention

The triggers for intervention through SEND Support are when, despite receiving adapted learning opportunities and/or appropriate pastoral support/behaviour management, the pupil:

- 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 after a range of support strategies have been implemented
- 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 adapted 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 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 emotional regulation

Overview of roles and responsibilities for inclusion and SEND in schools

Headteacher

- Review SEND budget with SENDCo & School Business Manager
- Delegate responsibility to SENDCo to ensure the SEND Policy and Access plan are in place and Annual Reviews take place
- Ensure training needs of SENDCo and support staff are met

SENDCo

- Liaise with Head teacher/class teachers/outside agencies and other professionals as required
- Implement Teaching Assistant support
- Inform Governors of SEND issues on a regular basis
- Ensure the SEND Policy and the Accessibility plan are in place
- Organise Annual Reviews
- Reflect and address the EHCP Objectives in outcomes
- Provide evidence of progress of children with SEND
- Organise professional discussions with the SEND Teaching Assistants
- Plan training for the SEND Teaching Assistants

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The pupil

- Make contributions to be included in their one page profile and personal plan
- Be aware of and discuss outcomes with class teacher/ SENDCo, 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 familiar with the school's SEND Policy
- Discuss progress with parents during meetings at least twice per year.
- Regularly review outcomes with pupil 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 outcomes to address actual needs
- Match activities to outcomes and care plans
- Plan for and make effective and efficient use of teaching assistants
- Monitor and evaluate the work of teaching assistants is 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 familiar with the school's SEND Policy
- Liaise with class teacher and SENDCo about individual children
- Record progress of the pupil as required by the class teacher, SENDCo or other professionals

Parents

- Support their child and liaise with school
- Attend reviews/meetings on a regular basis

SEND governor

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

Governors

- Implement the budget
- Report to parents

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- Review the effectiveness of the SEND Policy on a three yearly basis

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 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