



SEND Policy

(Special Educational Needs and Disability)

Chauncy School

Special Educational Needs and Disability (SEND) policy

1) Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by increasing access to the curriculum, the environment and to printed information.
- To ensure that children and young people with SEN engage in the activities of the school alongside their peers.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To attempt to secure special educational provision for students who require it, that is “additional to and different from” that provided within the differentiated curriculum, in order to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and students’ views in order to establish high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted and continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs for which provision is made at the school.

Chauncy is an inclusive school. Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to, in partnership with parents, make the provision required to meet the SEN of students at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding their level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment indicates lack of expected levels of progress.
- Observation of the student indicates that they have additional needs in one or more of the five broad areas of need:
 - 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A student asks for help.

5) What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please contact

- The school SENCo, Lucy Saxon, at lucy.saxon@chauncy.org.uk to discuss possible additional needs.

- Parents may also contact subject teachers, Learning Co-ordinators or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, SENCo and external verifiers
 2. on-going assessment of progress made by students with SEND
 3. an understanding of the specific need of the student to ensure effective matching of work
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
 5. student and parent feedback on the quality and effectiveness of interventions provided
 6. attendance and behaviour records
- All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Students' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.
- Additional action to increase the rate of progress will be then implemented and recorded. It will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- At this stage a student will be placed on the SEN Register and information shared with staff through an Individual Provision Plan. This includes details of any planned interventions which are additionally logged on the SEN Provision Map. This is managed the by SENCo and parents will be informed of any changes on a regular basis.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the student held by the school will be collated by the SENCo in order to make an accurate assessment of the student's needs. Parents will be invited to an early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the assessment indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be

obtained and appropriate evidence-based interventions identified, recorded and implemented by teachers with advice from the SENCo.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. In-house specialist teaching assistants and pastoral support workers
 2. Behaviour Support Service
 3. Specific Learning Difficulties Advisory teacher
 4. Hearing Impairment team
 5. Visual Impairment team
 6. Autism advisory teachers
 7. Educational Psychologist service
 8. Counselling services
 9. Physical and Neurological Impairment service
 10. Social Services
 11. School Nurse
 12. Child & Adolescent Mental Health Service
- The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEN and further supporting their families.
 - For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

7) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents through the school reporting system, Parents' Evenings and SEN review meetings.
- Parents are encouraged to directly contact the school to discuss their child's progress at any time when they feel concerned.
- If they have information they would like to share that could impact on their child's success, they can telephone or e-mail subject teachers, the SENCo or a member of the senior management team. Alternatively they can arrange an appointment to meet the SENCo or another relevant member of staff. Contact the SEN Admin Assistant Karen Baker at karen.baker@chauncy.org.uk to arrange an appointment.

8) How will the curriculum be matched to each child's needs?

Teachers plan using students' achievement levels and information about their individual needs, differentiating tasks to ensure progress for every student in the classroom.

- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- If it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for students. These include:

- Two dedicated Pastoral Support Workers, Sarah Davies and Frances Wood, who provide a range of interventions to support student welfare in school. They also offer support to parents through Parenting Club and personal consultations.
- An evaluated Personal, Health, Social and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support students' well-being are delivered to targeted students and groups. These aim to provide improved interaction skills, emotional resilience and well-being.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- A dedicated room is available for students requiring support during breaks and lunch, supervised by teaching assistants.
- The school has gained Healthy School status which acknowledges the work undertaken within the school to support students' well-being and mental health.
- The school has a student council drawn from all year groups to facilitate student engagement
- The school has a robust anti-bullying policy and holds regular anti-bullying events throughout the year.
- BehaviourWatch, an electronic behavior management system, allows us to track student's achievements and any areas of concern and share this information with parents.
- The school canteen adopts a healthy eating policy.

10) What specialist services are available at the school?

The school has access to a range of specialist support identified in 6.

11) What training do staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at two levels; awareness and specialist.

Awareness training has been provided to all staff at inset sessions on:

Dyslexia and literacy difficulties
How to support students on the autistic spectrum
How to support students with speech, language and communication difficulties
How staff (teachers and teaching assistants) can work in partnership to raise student achievement
ADHD

Specialist training has been provided to Teaching Assistants and the SENCo on:

- Teaching and assessing students with dyslexia
- Attachment Disorder
- Supporting students with Autistic Spectrum Disorder
- Running a social skills group for Autistic Spectrum Disorder
- Attendance at the termly SENCo updates
- The implementation of the new SEN Code of Practice
- Speech and Language provision and intervention
- Lexia
- Paired reading

12) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.chaucyschool.com and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a parenting programme during the year. These meetings are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

13) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the subject teacher, SENCo or senior leadership team member
- during parents evenings
- SEN review meetings
- meetings with support and external agencies
- Contact with teaching assistants who support students in the classroom

14) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school activity.

15) How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- A dedicated, supervised room for more vulnerable students during break time and lunch time.
- One toilet has been adapted to ensure accessibility for visitors with a disability.

16) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Individual subject teachers, Learning Co-ordinators or Head of Department
- The SENCo
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEN. Her name is Libby Byne-Grey. She can be contacted via Susan Browning clerk to the governors at susan.browning@chauncy.org.uk

17) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with new parents of students who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be located at an early

stage.

- If students are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and reduce any concerns once information from initial observations and testing has been gathered.

Preparation for adulthood and independent living

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- The school offers individual careers advice and support to all students, as well as various year group and whole school careers events. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. The School's Careers Officer is Karen Gray who can be contacted at karen.gray@chauncy.org.uk
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- Accompanied visits to other providers may be arranged as appropriate.
- The school liaises closely with local colleges and shares relevant information quickly to facilitate smooth transition.

18) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEN from a number of sources that include:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEN.
3. The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. These target the broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health

4. Sensory and/or physical

For students with highly individual needs, the school can make a bid for Exceptional Needs Funding to provide additional support in school. This can be dedicated teaching assistant support or specialised learning aids.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCo or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive?

For students with SEN but without a Statement of Educational Need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, subject teachers and parents.

For students with a Statement of Educational Need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) Students with medical needs (Statutory duty under the Children and Families Act)

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All staff are epi-pen trained.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions (DFE) 2014*.

21) Support services for parents of students with SEN include:

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>

- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8v>
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available here: <http://preview.tinyurl.com/ovg4so3>

22) Information on where the Local Authority's Local Offer can be found.

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

23) How often will this policy be reviewed?

This policy will be reviewed on an annual basis to ensure information reflects current SEN policies/reforms and is based on the school's current working practice.

24) Storing and Managing Information:

All documentation is held securely until a child is aged 25. Information is shared with staff sensitively.

References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions <http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

The Special Educational Needs and Disability Regulations 2014
<http://preview.tinyurl.com/m2bnos4>

Equality Act 2010: Advice for Schools February 2013

Glossary (A glossary of terms is included in the appendices of the SEN Code of Practice)

Cognition and Learning: broad area of need including – moderate learning difficulties; severe learning difficulties; profound and multiple learning difficulties; specific learning difficulties

Communication and Interaction: broad area of need including - speech, language and communication needs; autism

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

PPS: Parent Partnership Services

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCo)

Sensory and Physical Needs – broad area of need including vision impairment; hearing impairment; multi-sensory impairment; physical disability

SEN Support – new classification of SEN – indicating students have recognised need and are offered additional support

Social, emotional and mental health difficulties: broad area of need including anxiety or depression; self harming; substance misuse; eating disorders; attention deficit disorder; attention deficit hyperactive disorder; attachment disorder

Statement: Statement of Educational Need

Appendix 1 – Roles and Responsibilities

ROLES & RESPONSIBILITIES:

Provision for children with special educational needs is a matter for the school as a whole. All staff have a responsibility to be aware of the differing needs of all students in their classes, particularly those with SEN, and to be aware that these needs may be present in different learning situations. They are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor - currently Libby Byne Gray), who takes particular interest in this aspect of the school.

Role of the Head teacher:

The Head teacher, Dennis O'Sullivan, has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEN.
- Keeping the governing body informed about SEN issues.
- Working closely with the SEN staff within the school.
- Ensuring the implementation and monitoring of this policy, along with all other whole school policies related to inclusion and equality.

Role of the Governing body

The role of the Governing Body is to promote Inclusive policies and to ensure that:

- They have regard to the requirements of the SEND Code of Practice (2014).
- SEN provision is an integral part of the school improvement/development plan.
- They are fully informed about SEN issues, so that they can play a major part in school self-review.
- Students with SEN join in school activities alongside their peers, as far as is reasonably practical and compatible with their needs and the education of other students.
- The necessary provision is made for any pupil with SEN.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEN.
- All staff are aware of the need to identify and provide for students with SEN.
- They report to parents on the implementation of the school's SEN policy.
- Parents are notified if the school decides to make special educational provision for their child.
- The quality of SEN provision is regularly monitored.
- They take steps not to discriminate against disabled students in their admission arrangements, in the education, exclusion and associated services.

Role of the SENCo

Currently the SENCo is Lucy Saxon, who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day-to-day operation of this policy.
- Co-ordinating the provision for students with SEN.
- Ensuring that an agreed, consistent approach is adopted.
- Promoting the development of whole school strategies and resources to raise attainment of SEN students in the classroom.
- Carrying out detailed assessments and observations of students with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Individual Provision Plans (IPPs), setting targets appropriate to the needs of the students, and advising on appropriate teaching methods, resources and materials for use with students with SEN and on the effective use of materials and personnel in the classroom.
- Helping staff to identify students with SEN.
- Managing learning support staff/teaching assistants.
- Ensuring teachers and TAs have high expectations of pupil's progress and the means of monitoring progress.
- Ensuring all staff receive INSET in SEN and to encourage personal and professional staff development.
- Overseeing, sourcing and maintaining a bank of suitable resources to meet the individual needs of a range of SEN, to include multi-sensory learning aids where appropriate.
- To ensure all students understand their own individual needs and facilitating a voice for them to help guide their provision.
- Liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEN register and records.
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of school assessment information, SATs & CATs.
- Liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.
- Responding to any concerns raised about a student's progress or SEN.
- Inform and liaise with the Governors on special needs provision.
- Ensure that any complaints regarding SEN provision are dealt with in accordance with the LEA guidance for school-based complaints procedures.

Role of the Classroom Teacher

All teaching staff have a responsibility to:

- Create an inclusive learning environment, including students with SEN in the classroom, and providing a differentiated curriculum.
- Plan and implement lessons taking into account any Special Educational Needs of students as indicated by the IPP or information shared on school information systems.
- Monitor students and take part in the review and target setting process.
- Provide information to the SENCo about students regarding progress and behaviour
- Implement the School's SEN Policy.
- Attend INSET as required.
- Involve the TAs in lesson delivery and to provide them with lesson plans/Schemes of Work as appropriate.
- Have high expectations of all students, helping them to achieve their individual potential.

Role of the Teaching Assistants

All teaching assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN.
- Support students under the direction of the classroom teacher or the SENCo either on a one to one basis or in small groups.
- Liaise with classroom teachers regarding the support and Special Needs of students.
- Help identify barriers to learning and strategies to meet individual needs.
- Support the implementation of the IPP process – including target setting and student liaison.
- Work with the SENCo and other colleagues to ensure that the objectives of the SEN policy are met.
- Participate in the continual process of reviewing all students and refer concerns to SENCo to facilitate early identification of SEN and appropriate interventions.
- Work on specialised programmes of support under the direction of the SENCo, the Pastoral/Curriculum teams.
- Monitor and report progress of students both inside and outside the classroom.
- Support colleagues in the evaluation and monitoring of SEN provision.
- Attend INSET and undertake personal staff development as appropriate.

Role of the Support Staff

- Inform a member of staff of any concerns regarding individual students.
- Support the School's SEN and Behaviour policy.

Role of the Students

- Actively participate in target setting and decisions about provision for their Special Educational Needs, in accordance with their ability.
- Take responsibility for their own learning.
- Work co-operatively with the staff of the school.

Role of the Parents

- To take an active role in the education of their child, attending parents' evenings and SEN reviews.
- Reinforcing teaching at home – through homework and any additional intervention.
- Communicating quickly with school with any concerns.