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Chirton C of E Primary School

Special Educational Needs Policy



Where your treasure is, there will your heart be also'
Matthew 6:21

Special Educational Needs and Disabilities at Chirton Primary School SENCO

Definition of Special Educational Needs (SEN)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: -

Have a significantly greater difficulty in learning than the majority of children of the same age; or
Have 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 school."

Special educational provision means: -

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p. 6

Special Educational Needs and/or disabilities (SEND) at Chirton Primary School

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extracurricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their

child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

As a Church of England school, with very close links with our church and community we aim to:

- encourage and promote care and respect for others through the development of the spiritual and moral education within the school.
- promote high standards and enable every child to achieve their full potential, develop imagination, curiosity and perseverance, through a broad, balanced and interesting curriculum.
- encourage children and adults to take a personal pride in themselves, their behaviour, their achievements and their school and to respect and value their own and other cultures.
- provide a safe, welcoming, bright and attractive environment with equal opportunities for all.
- promote the skills needed to become independent learners.

Equal Opportunity and Racial Equality

*One of the most important values in a school is the right **of all** individuals to be treated fairly and with respect by all members of the school community and have equal access to all aspects of school life.*

This school operates an equal opportunities policy whereby there is no discrimination on the grounds of race, gender or disability in any area of the curriculum or the school day.

Chirton Church of England Primary School is committed to working towards race equality, promoting positive approaches to differences and fostering respect for people of all cultural backgrounds.

The school values and encourages involvement of people from all sections of the local community.

The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged.

The school recognises that the British society is made up of people from many different ethnic, cultural, religious and linguistic backgrounds. It is important that all pupils are fully prepared to live in such a diverse society.

Objectives

The objectives of our policy are:

To identify and monitor children's individual needs from the earliest possible stage (this may be prompted by liaison with pre-school settings prior to entry) **so that appropriate provision can be made, lifelong learning strategies put in place and their attainment raised.**

- To plan an effective curriculum to meet the needs of children with special educational needs or additional needs and ensure that Individual Education Plans/Targets are specific, measurable, achievable, realistic and time related-
- To involve children and parents in the identification and review of the targets identified in their Individual Education Plans/Targets and Support Plans.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs and with outside agencies to support the needs and provision for these learners.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them via: staff training at staff meetings; internal/external courses; TA meetings each term, TA Training, regular meetings with teachers to discuss Provision Plans/IEPs/Targets/intervention groups.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs -
- To use the graduated approach of Assess, Plan, Do and Review to monitor the learner's provision using our Provision Map and where necessary individual targets.

Identification and assessment arrangements and review procedures

We follow the guidance contained in the Special Educational Needs and Disability Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational needs, but recognizes that learners' needs and requirements fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

In addition to the above, the following need to also be considered when looking at a pupil's progress, Attendance and Punctuality, EAL, Health and Welfare and being in receipt of Pupil Premium Grant.

Where possible, we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of all of the learners in our school. However, where through careful identification and assessment, the class teacher determines that a child is not making satisfactory progress, he/she will consult the SENCO. The class teacher and SENCO, in conjunction with the child and parents, will review the strategies and approaches that are being used in Class Action (Tier 2 – see below) and the way that these might be further developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available through quality first teaching, we will move the child onto SEND Support. We might decide to make a referral to outside agencies for their involvement, support and strategies and if we feel that the child will potentially need an EHCP (Educational Health Care Plan), we will start a My Support Plan. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all of our best endeavors, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory My Plan/EHCP. This may or may not result in the LA issuing a Statutory My Plan of Special Educational Need. Where a child has a Statutory My Plan of Special Educational Need/EHCP, we will carry out an Annual Review which parents, child, SEND lead worker outside agencies, SENCO and where possible, the class teacher, will be invited to attend.

Staff are well-aware of pupil achievement across the school. Expectations and provision to both support and accelerate progress for some learners, including some of the learners identified on the SEND register, will be put into place.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

Quality first teaching including highly effective differentiation of the needs of the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations when whole school progress is reviewed then they become 'Class Concern'. This review happens 3 times per year.

Tier One Class Concern - A child whose progress is below age related expectations but will make progress with some provision in/out class is placed on to the Class Concern list. This is monitored and reviewed 3 times a year.

Tier Two Class Action - A child who is receiving some additional support either 1:1 or in a small group is placed at Tier Two. Short term targets may form an IEP (Individual Education Plan) or the child's intervention and progress may be monitored through the school provision map. If a child still makes no progress then the child is assessed and, if appropriate, is added to the SEND Support list/register. Consideration needs to be given to if any outside agencies are required at this point.

Tier 3 SEND Support - a child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on Tier Three. For some children, a My Support Plan may be generated which will have the child and their needs at the centre of it. Outside agencies may be consulted to provide additional support. A My Support Plan is generated in conjunction with the child, parents, school staff and outside agencies. This focusses on outcomes and

provision that is needed to support the child. This process will inform short term targets for the IEP (Individual Education Plan). For some children at this level, their progress may be monitored and reviewed through an IEP before a My Support Plan is generated.

Tier Four Education and Health Care Plan (EHCP)/ Statutory My Plan -

A child who requires specific and significant support in class and where progress and needs have not been met through a My Support Plan, will be considered for a Statutory My Plan/EHCP. The SENCO will call the SPOC line (Single Point of Contact) to discuss whether the child meets threshold for an EHCP application. If so, the child will be allocated an SEND Lead Worker and the EHCP application process begins. The My Support Plan is submitted as part of the application paperwork.

The Graduated Approach

Where a pupil is identified as having an SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. The Wiltshire Graduated Response to SEND Support (WGRSS) will also be used in this process. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil. The plan becomes the child's IEP (Individual Education Plan).

Do The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention.

Review - the effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has a Statutory My Plan/EHCP, the LA and school must review the plan at least once a year.

Generation of a My Support Plan for a child

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Show signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The My Support Plan will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a My Support Plan will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.

The My Support Plan will provide for:-

- Who is important to the child?
- The child's view
- The views of their parents/carers

- About them as a person
- What is important to the child?
- How best to support the child
- Hopes and dreams for the future
- What is important for the child (e.g. health or communication needs)
- How the child learns
- What is and isn't working for the child and their family
- Shared action plan with short term targets included
- Support required
- Review against targets

The My Support Plans will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

Requesting a EHC plan/ Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for a Statutory My Plan. This may or may not result in the LA issuing a Statutory My Plan. Where a child has a Statutory My Plan we will carry out an annual review which parents, child, the LA, outside agencies, Head teacher, SENCO and the class teacher will be invited to attend.

The Statutory My Plan will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Parents/carers of children with a Statutory My Plan have the right to request a personal budget. If this is requested, the SEND Lead Worker and the LA will provide support on this.

The information from this process will be used if a Statutory My Plan is requested.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and placed on our Class Concern list to monitor ongoing progress.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND? If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan/Statutory My Plan.

Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives stated in section 2 of this policy and measured by:

- Teachers' planning reflecting the learning objectives for learners with special educational needs.
- Parents being involved in individual targets set for learners by discussing and receiving copies of Individual Education Plans/Targets for their child.
- Parents being involved in the generation of a My Support Plan to form outcomes and provision for their child.
- Learners being involved in discussing, constructing and reviewing their own Individual Education Plans/Targets
- Child attainment or progress is raised, as measured by objective testing and teachers' professional judgement.
- External evaluation by the responsible person and the LA adviser for special education needs based on the objectives of the policy
- Monitoring of procedures and practice by the SEND governor, twice yearly.
- The School Improvement Plan priorities which include the provision for SEND
- Value for money review of our Special Educational Needs funding

- Any external evaluation or inspection
SEND Evaluation document

Training and resources

Continuing Professional Development (CPD)

This will involve the SENCO, teachers and support staff in order to help them work effectively with learners having special educational needs and will be linked to the school's development plan and teachers performance management. Staff who attend further courses will feedback to the staff meetings on courses attended within that term. The effectiveness of such training will be monitored and evaluated by the SENCO.

Roles and responsibilities SENCO

The SENCO role is covered by our MAT specialist, Mrs Stephanie Baggaley, who is responsible for co-ordinating the provision of special educational needs throughout the school; she ensures the following:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- attending where possible the Devizes & Lavington Multi Agency meetings to encourage links with other cluster schools and professionals.

Governors' role

The governing body of a voluntary controlled school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs-
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole,
- Our named governor for SEND is Aimee Morgan who works closely with the SENCO to ensure that the school complies with national guidelines. This is achieved by regular meetings and audits.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;

- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEND Code of Practice);
- Report to parents on the implementation of the school's policy for children with special educational needs in the School Prospectus, including the name of the person responsible for coordinating SEN provision.

See Section 317, Education Act 1996

Have regard to the Special Educational Needs Code of Practice (2002) when carrying out its duties toward all children with special educational needs;
Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

See Section 317A, Education Act 1996

The governors play an important role in ensuring that-

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Improvement Plan and the School's self-evaluation process;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the School Prospectus and children's progress is reported in the school profile.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. **From December 2007** they must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats. The Act says that a responsible body for the school discriminates against a disabled child if:

- for a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- it cannot show that the particular treatment is justified.

Please note: The new Disability Equality Scheme also applies to adults.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed EQUA MAT policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

Although we do not have a designated SEN unit in the school we do have the benefit of our SENCO, Stephanie Baggaley who holds the National Award for SEN Co-ordination.

We can also offer specially designed exercise programmes to aid dyspraxia; visual perception testing; and a listening programme for those children who have auditory difficulties and the Sparks programme for coordination/integration difficulties. We also have Teaching Assistants who are ELSA trained.

Resources

Some of the resources used by children having special educational needs are accessible within the classroom but a wide range of excellent resources are also available from the SENCO. Money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Success criteria for 2022-2023

- To develop the role of the SEND governor
- To improve skill development across both key stages
- To improve rates of progress which SEND groups make
- To alter SENCO timetabling in line with Pupil Progress meetings

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO or Head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Trustees and/or Secretary of State.

In-service training

Through the monitoring and evaluating of our provision the SENCO, with the head teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and performance management. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such training will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Learning support team, Physical and Sensory Impairment Support Service team, speech therapist, Behaviour support team, Social Services, health and LA personnel. Any or all of these agencies may be involved in the Provision Plan and /or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contributions to their child's education are valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing, where necessary, the Individual Education Plan/Targets. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their Learning Targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools and agencies – including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start, where necessary. Following meetings for new parents in June each year children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO, classroom friends or the school buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition; Staff from Devizes and Lavington Secondary Schools visit us each summer to liaise with the Year Six teacher, receive a written report and meet the new intake. Other secondary schools (St John's Marlborough, Pewsey, Dauntsey's etc all ask for a written report on each child)

SENCO Networking meetings are held termly.

Child Protection

We have a designated senior person for child protection who has received appropriate training – Mrs A Bekker Wrench Headteacher, Mrs S Jones is the deputy. Our child protection governor is Aimee Morgan, who has an overview of the Child Protection and all of the related policies, as well as carrying out the annual Safeguarding Audit with the Head teacher. Please read further details in our safeguarding policy.

Bullying

Children with SEN are vulnerable. As a school we have zero tolerance with regards to bullying, this is reflected in our Bullying policy.