Chapel St Leonards Primary School
Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with medical conditions 2014
- The National Curriculum in England Key Stage 1 & 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We believe everyone has the right to access a full, inspiring and engaging curriculum. We view every child as an individual and endeavour to support all of their needs fully. Every teacher is a teacher of every child or young person including those with SEND.

We take a holistic approach to all of our children and this policy should be read in conjunction with our polices for Safeguarding, Managing Medicines, Behaviour, and any others that may be relevant. Our emphasis on pastoral support, and its interactions and engagements with outside agencies, ensures we cater for all facets of our children's needs. This, importantly, includes working with and challenging parents.

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.

Children must not be regarded as having a learning difficulty solely because the language or the form of language of their home is different from the language in which they will be taught."

Special Educational provision

"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." Education Act 1996, Section 312

The SEND Code of Practice, 2014 (page 86 onwards) refers to four broad categories of need: communication and interaction; cognition and learning; social, emotional and mental health, and; sensory and/or physical needs. These areas give an overview of the needs that must be planned for. At Chapel St Leonards these allow a 'signpost' approach to supporting needs and give a framework for

identifying needs. We do not use these categories to 'label'; we consider the 'whole child' and work from what the child can achieve in a positive approach to support.

The following do NOT constitute a special educational need necessarily but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation these alone do not constitute a SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Under the new Code of Practice (2014) identifying behaviour as a need is no longer acceptable. Concerns regarding behaviour should be regarded as an underlying response to a need which should be recognized and supported through knowledge of the child or young person.

Aims

Our aim is to identify children with Special Educational Needs as early as possible and as quickly as is consistent with thoroughness so that their needs are met as effectively as possible and that each child may attain their full potential. Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum. We practise a policy of educational inclusion aiming to meet as far as possible the needs of all pupils within mainstream education.

We work in close partnership with parents/carers who have a vital role to play in supporting their child's education. At Chapel St Leonards we believe in the importance of Parent/Carer Forums as platforms for co-operative and collaborative working.

We strive, through an innovative and interactive curriculum and through providing exciting educational experiences to engage, motivate and inspire our children and young people. We seek to raise aspirations to provide a future-facing purpose, that will help our children and young people regardless of SENDs, to plan, strive and develop pathways that will carry them to their long-term goals in life. Ensuring positive outcomes is at the forefront of everything that we do.

Objectives

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice, 2014
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To manage resources to ensure all children's needs are met
- To involve children and parents/carers in the identification and review of the targets set for individual children
- To monitor and review provision and progress regularly through evidence based approaches and shared delivery towards outcomes
- To work in co-production with parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice for all staff working with special educational needs pupils;

- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To review Education and Health Care Plans annually
- To ensure that the targets set for children and young people with SENDs are specific, measurable, achievable, realistic and time related

Roles and Responsibilities

Governors' Role

The Governing Body 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 Head Teacher or the appropriate governor – has been informed by the LA that a pupil 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
- Ensure that a pupil 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 and the efficient education of the children with whom they are educated and the efficient use of resources
- Report to parents/carers on the implementation of the school's policy for children with special educational needs
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child

The Governor with responsibility for special needs is:

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 and provision map;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the school prospectus and school handbook

The SENDCo's Role

The SENDCo in conjunction with the Headteacher and Governing body will:

- Report to the Leadership Team advocate to co-ordinate a strategic approach to SEND
- prepare and review SEND policy
- Oversee the day-to-day operation of the SEND policy
- Coordinate provision for children with SEND
- Liaise with colleagues to support them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Help to coordinate the work of the one-to-one teaching assistants
- Formulate and maintain a Special Educational Needs Register
- Oversee the records of all children with SEND

- In conjunction with the class teacher liaising with parents/carers of children with special educational needs
- Contribute to continuing professional development (CPD)
- Liaise with outside agencies
- Oversee and maintain specific resources for special educational needs
- Monitor, evaluate and report on the provision for children with SEND to the governing body in conjunction with the designated responsible person

The SENDCo in school is Sherilyn Pruhs-Borrell

The Class teacher's role

Class teachers have the responsibility to:

- Identify pupils requiring support in their classes and consult the SENDCo for advice and/or support
- Differentiate activities for all pupils
- Monitor individual progress
- Raise initial concerns at staff meetings or through the school's system for referral
- Where appropriate use PIVATs/B Squared to support target setting in consultation with the SENDCo
- Meet with parents and other agencies when appropriate
- Instruct and support T.A.s in the delivery of programmes of support, observe, evaluate and review these regularly in line with the school's systems
- Review progress at each assessment point (at least 3 times annually) and keep the SEND Co informed
- Support the SENDCo's review process with the relevant documentation, target setting and feedback on individual progress

The role of Teaching Assistants

We believe that TAs play an important role in supporting pupils with SEND. In helping to make inclusive education possible TAs at Chapel St Leonards are an integral part of the children's support programme. Considerable support is given to support their training needs and some have become experts in their speciality such as phonics and speech and language. They:

- Are involved with class teacher, SENDCo, parents and the child in target setting, implementing and reviewing these regularly
- Providing both 1:1 and small group tuition under the supervision of the class teacher
- Assessing pupil's progress

The Headteacher's role

The Headteacher will have overall responsibility for all special needs and disability matters. The Headteacher is Mr G Almond

Name of Designated Safeguarding lead is Mrs S Pruhs-Borrell as lead with Mr G Almond supporting.

Name of member of staff responsible for managing PPG/LAC funding is Mr G Almond

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs. S Pruhs-Borrell

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Lincolnshire 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/EHC, 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 officer 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.

Specialisms and Special Facilities

Our school is single-storey with ramps or alternative entry points for easy access. There is a toilet which has been modified to help pupils with disabilities. There are no specialist facilities or a special unit in the school.
The school SENDCo was appointed in 2014 and has achieved the national qualification for SENDCos

Allocation of Resources

SEN Funding
A proportion of the school budget is allocated to Special Needs staffing and equipment. The school budget will support Standards Fund and SEND allocation in the employment of Teaching Assistants and specialist teachers.

Resources
Resources used by children having special educational needs are available within the classroom and shared resources are centrally stored. Following an audit of need, money may also be spent on further additional resources, staffing costs and time allocated to the SENDCo 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 SENDCo and further referred to the Headteacher

Identification, Assessment and Review

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach. The following outlines this process in action:

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Quality First Teaching will ensure that all pupils receive a high standard of teacher input based in class in the first instance. The Code of Practice (2014) states that pupils should only be considered as SEND if they do not make adequate progress once they have had all the intervention/adjustments and quality personalized teaching (page 88, Section 6.37 onwards).
- Regular reviews of progress take place that allow teachers to highlight any children or young people are at risk of underachievement. Initially this may take the form of a dialogue between the class teacher and the SEND Co to improve understanding of strategies to support vulnerable pupils, or the teacher's knowledge of a range of SENDs.
- All information (observations, testing, assessment and specialist input) is considered, alongside pupil progress, national data sets and expectations. If appropriate, external specialists will be included in the dialogue, with full parental consultation at every step.
- The Assess-Plan-Do-Review process is use to ensure that the effectiveness of any intervention is evaluated within the whole process.
- Parents/carers are fully informed and involved in all aspects of this process.

Managing Pupils on the SEN register

There is now a single category of support named "SEN SUPPORT". This replaces the previous categories of School Action and School Action Plus. It is still important, however, to break the graduated approach into manageable and targeted support levels. As every child or young person with

SEND is different, Chapel St Leonards uses a personalised approach to providing interventions and support. This ensures that we respond to specific needs in a holistic way, that allows immediate responses at the correct level.

Assessment and identification

- We use a Provision Map, regular monitoring, overviews and data analysis to review and record provision.
- The Senior Leadership Team review and update the Provision Map.
- The Local Offer outlines for parents, children and young people, and the wider community the provision available at Chapel St Leonards (in appendices).
- Teachers meet regularly to determine when to refer a child to the SEND Co for further analysis and assessment. This is discussed fully with parents/carers and their views and input sought at the earliest possible opportunity.

Graduated approach to support

- Where concerns are raised and a need is identified, the child is placed on the SEND Register for support and intervention. At this time the child may be placed at a level known in Chapel St Leonards as School Support, where a lower level of input will be put in place to support need.
- Regular updates with teachers and parents/carers will take place (at least three times a year), alongside Parents' Evenings, SEND Drop-In Days, informal discussion and phone updates.
- Should a child make progress with tailored support and evaluated intervention, a meeting will take place with parents and the period of support will cease. The child will be monitored, however, for the coming term, to ensure that the needs have been fully addressed and progress is maintained.
- Should adequate progress not be made, despite targeted intervention and regular discussion with the class teacher, a further level of support can be called upon. At Chapel St Leonards this is called Enhanced Support and may entail the specialist teacher (SEND Co) working with the child, the Educational Psychologist or other outside agency personnel to become involved. This decision will be taken in full consultation with parents/carers, the child and staff involved in the educational provision for that child.
- For any decision, intervention or input, Chapel St Leonards uses the ASSESS-PLAN-DO-REVIEW process to ensure an evaluative and informed approach to the support we offer.

Criteria-based decision-making

- Children and young people with SEND are consulted wherever possible about their levels of need and what works for them.
- Where an intervention has resulted in the expected outcomes and the child/young person feels confident about their ability, the decision will be taken to cease the current level of support. As each child has a different starting point in this process, the decision will be based upon the targets set in line with expectations, with the ability of the child/young person and with the identified need uppermost.

Curriculum Access and Inclusion

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Children, wherever possible, are involved in assessing their own learning and establishing what their next steps are.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Evaluating Success

The school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEND, expressed as a percentage of the school roll, and changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

This data will then be used to evaluate how successful the policy has been and to set an agenda for further developments.

Complaints Procedures

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo and Headteacher. The named governor or Chief Executive Officer of the Community Inclusive Trust may be involved if necessary. In the case of unresolved complaint the school will follow its complaints policy procedure. If the complaint relates to a child who has and Education and Health Care Plan or is Looked After by the Local Authority, and there is funding from the LA to support this plan, then the LA may have their own complaints policy.

Staff Development

Through the monitoring and evaluating of our provision the SENDCo, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Headteacher to explain the systems and structures in place within the school. The SENDCo will feed into this process specifically to outline the SEND provision.

Links with other agencies, organisations and support services

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 Authority Team including the

Educational Psychologist, Learning Support Team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support Team, Autism Outreach and Health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets in order to ensure a child/young person's attainment is raised. In addition the voluntary sector may play a role in providing services both in and out of school where appropriate.

A full list of partner organisations is included in the Appendices.

Partnership with Parents and Carers

Parents/carers are the most important partners in ensuring an effective working relationship with the school to raise their child's attainment.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents. The SENDCo attends events in school so that there is always a point of contact or
someone to speak to.

We have regular meetings, (at least three times a year either as part of a parents' evening or as a separate review meeting), to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Parents/carers' contribution to their child's education is valued highly by the staff of the school.

- Additional information and support on all aspects of SEND for parents/carers can be found through: http://www.lincolnshire.gov.uk/parent-partnership/
- The LA Local Offer details (Regulation 53, Part 4) can be found at http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-dreforms/thelocal-offer/
- A full list of outside agencies can be found in the appendices
- Teachers work closely with the SEND Co to determine any access arrangements for National Curriculum Tests and will work with families to ensure that the support addresses need
- Transition support is in place for all children and young people but it is clear that many children/young people with SEND will struggle to cope with change. Transition planning supports this area effectively and can include off-site visits to develop independent living skills, in-school confidence-building activities and social skills development.

The voice of the child

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.

Children are involved at an appropriate level in setting targets and in the review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Children on the SEND Register are as likely to become involved in Clubs, School Council, Residential trips and every aspect of school life as children and young people without SEND. We are able to remove barriers in this, as in any aspect of school life, so that all opportunities are open to all children. Where appropriate, we seek to put on additional opportunities so that skills and independent learning opportunities are further enhanced.

Links with other schools and transfer arrangements

This school will attempt to develop close liaison between feeder and receiving schools. Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Liaison from Year 6 to Year 7 usually involves children attending their Secondary School, staff from Secondary Schools visiting and their SENDCo is invited to the last review meeting, to ensure a smooth transition.

As part of the evaluation process a link is also maintained throughout the secondary phase to monitor how children and young people from Chapel St Leonards progress post-11 and beyond. This will be developed further this coming year through attendance at the SENDCo Forum Meetings.

This school will also maintain a good working relationship with local area special schools. Our Trust includes two special schools whose staff are able to who come into Chapel St Leonards to work closely with teachers and the SENDCo to adapt, provide resources and develop expertise.

Review of the SEN Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body undertakes a thorough review of both policy and practice each year.

Statutory responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils (and parents/carers) and to implement their plans.
- At Chapel St Leonards we have produced an Accessibility Plan to prepare accessibility strategies for our setting and our children/parents.
- Part of our planning for accessibility includes identifying and removing barriers to learning. Audits of work, books, activities and curricula are carried out to support this process.
- Every activity, visit or extra-curricular opportunity is accessed and adapted to ensure that all pupils can be a part of it. Again, barriers are identified and plans put in place to remove these and to ensure that we do not have the same issues in future.

Bullying

The school's Behaviour Policy ensures that the risk of vulnerable youngsters being bullied is mitigated. Regular teaching sessions and assemblies are in place to further remind children/young people of their responsibility in supporting one another and ensuring that every individual feels included and nurtured.

We have a range of interventions that can be used, adapted and implemented to support youngsters who either feel bullied or who have, themselves, bullied others. Where appropriate we can work with families to help them to address issues that may be taking place out of school.

At Chapel St Leonards we work closely with parents/carers so that they feel confident that their issues are addressed and resolved satisfactorily. Where children/young people may have particular challenges, such as rigidity of thought or challenges with social perception, additional training and

advice can be given, along with signposting to other outside agencies, voluntary or parent support groups in the local area. A list of these is included in the Appendices.

Appendices

Useful Contacts
Action for Sick Children (healthcare charity) www.actionforsickchildren.org

Action on Hearing Loss (works with hearing loss families)
www.actiononhearingloss.org.uk

Advisory Centre for Education (ACE-independent advice centre)
www.ace-ed.org.uk

AFASIC (individuals with speech and language impairments)
www.afasic.org.uk

Ambitious About Autism (raising awareness and offering services)
www.ambitiousaboutautism.org.uk/page/index.cfm

Attention Deficit Disorder Information and Support Service (ADDISS- ADHD support and advice)
www.addiss.co.uk

Autism Education Trust (AET-coordinating support)
www.autismeducationtrust.org.uk

Barnardo's (charity to support life chances for young people)
www.barnardos.org.uk

British Association of Teachers of the Deaf (BATOD-teachers support and advice)
www.batod.org.uk

British Dyslexia Association (BDA-voice of dyslexia in the UK)
www.bdadyslexia.org.uk

British Institute of Learning Difficulties (BILD-improving the quality of life)
www.bild.org.uk

The Communication Trust (50 voluntary speech and language organisations)
www.thecommunicationtrust.org.uk

Contact a Family (supports families with disabled children)
www.cafamily.org.uk

Council for Disabled Children (CDC-umbrella body for disabled organisations in the UK)
www.councilfordisabledchildren.org.uk

Down's Syndrome Association (support and advice for living with the condition)

www.downs-syndrome.org.uk

Dyslexia Action (Services and support for dyslexia)
www.dyslexiaaction.org.uk

Dyslexia-SpLD Trust (voluntary and community organisations)
www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation (promotes awareness and understanding)
www.dyspraxiafoundation.org.uk

Equality and Human Rights Commission (champions equality and human rights)
www.equalityhumanrights.com

Foundation for People with Learning Disabilities (promotes life opportunities)
www.learningdisabilities.org.uk

Fragile X Society (provides friendship, advice and support)
www.fragilex.org.uk

I CAN (children's communication charity)
www.ican.org.uk

Independent Panel for Special Education Advice (IPSEA-independent legal advice)
www.ipsea.org.uk

KIDS (working with families and young people)
www.kids.org.uk

MENCAP (learning disabilities charity)
www.mencap.org.uk

National Autistic Society (NAS-champions rights and supports)
www.autism.org.uk

National Blind Children's Society (NBCS-support, advice and promoting achievement)
www.nbcs.org.uk

National Deaf Children's Society (NDCS-support, advice and promoting achievement)
www.ndcs.org.uk

National Organisation for Foetal Alcohol Syndrome UK (NOFAS-UK-support and advice)
www.nofas-uk.org.uk

Professional Association for Teachers of Students with Specific Learning Difficulties (PATOSS-for all concerned with specific learning difficulties)
www.patoss-dyslexia.org

RNIB (support and advice for people and children with sight problems)
www.mib.org.uk

COPE (national disability organization)
www.scope.org.uk

Sense (provides expert advice and support for deaf/blind)
www.sense.org.uk

Shine (information and advice around spina bifida)
www.shinecharity.org.uk

Tourettes Action (support and research charity for people with TS)
www.tourettes-action.org.uk

YoungMinds (promotes mental health and emotional well-being)
www.youngminds.org.uk