



ST CHAD'S C of E (VC) FIRST SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

I can do all things through him who strengthens me. Philippians 4:13

Rationale

At St. Chad's C of E (VC) First School we believe that each child is unique and that during his/her time here they may be in need of special consideration or support, either in the long or short term. All children have abilities, qualities and talents which parents and teachers need to identify, nurture and develop. At St. Chad's we are committed to giving each child every opportunity to develop their individual talents to the full. It is our policy at St Chad's to be sensitive to the special educational needs of our pupils to enable them to achieve their full potential.

At St. Chad's C of E (VC) First School we are an inclusive school in which children of all abilities and from all cultures and backgrounds are welcomed and valued equally. We have high expectations of all our children and strive to ensure that every child has access to a broad and balanced curriculum which meets their needs, builds on their strengths and enables them to progress appropriately.

This policy fully complies with the SEND Code of Practice 2014 and The Children and Families Act 2014. Our local offer is displayed on our website.

Aims

Children are entitled to receive an education appropriate to their ability and need. Both the content of work and the level at which children are working must be suitable so that each individual has the opportunity to make the greatest progress possible. This includes those children who are particularly able or who may be described as 'gifted' or 'talented'.

The aims and objectives of this policy are to ensure that at St. Chad's C of E (VC) First School we:

- *Identify pupils with **any** Special Educational Needs and Disabilities as early as possible*
- *Create an environment that meets the special needs of each pupil*
- *Ensure all pupils have equal access to a broad, balanced and differentiated curriculum*
- *Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning*
- *Ensure that the SEND process is family focussed*
- *Encourage pupils, parents and families to be fully involved in their learning*
- *Make clear the expectations of all partners in the process and provision of special needs*
- *Ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.*

Implementation of Policy at St. Chad's C of E (VC) First School

Roles and Responsibilities

At St. Chad's C of E (VC) First School the **school** will:

- *Secure provision for any pupil identified as having SEND*
- *Ensure that the pupils' SEND are known to all those likely to teach and support them*
- *Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils*
- *Ensure that the pupils with SEND engages in activities in the school, together with children who don't have SEND*
- *Inform parents/carers of decisions made by the school that their child has SEND*
- *Plan, over time, to increase access to the curriculum, to premises and to written information*
- *Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided*

At St. Chad's C of E (VC) First School the **governing board** will:

- *Determine the school's general policy and approach to provision for children with SEND*
- *Establish the appropriate staffing and funding arrangements*
- *Maintain a general oversight of the school's work*
- *Appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND*
- *Report to parents annually on the school's policy on SEND*

At St. Chad's C of E (VC) First School the **headteacher** has responsibility for:

- *The day-to-day management of all aspects of the school's work, including provision for children with SEND*
- *Keeping the Governing Board fully informed*
- *Working closely with the school's SEND coordinator*

At St. Chad's C of E (VC) First School **teachers** will:

- *understand that they have a duty and responsibility to provide for every child's needs including those with SEND*
- *Include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.*
- *Understand and adhere to the school's procedures for identifying, assessing and making provision for pupils with SEND*
- *Identify the Special Educational Needs of individual children in their class.*
- *Know which pupils in their class are on the SEND Register and at what stage*

- *Maintain an SEND file for their class reflecting this information for each individual child and copies of all relevant plans*
- *To write individual plans for pupils and those with an EHC plan*
- *Ensure that plans are reviewed with the parents (and child if appropriate) at least three times a year.*
- *Provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.*
- *Ensure TAs are supporting pupils in their class, as directed.*
- *Ensure that the headteacher and other colleagues are aware of children's needs.*
- *Provide learning experiences which are appropriate to the needs of the child*
- *Attend appropriate INSET and courses.*

At St. Chad's C of E (VC) First School **Teaching Assistants** will:

- *Carry out activities and learning programmes planned by the class teacher and the SENDCO*
- *Keep records of this work as requested*
- *Support children in class or by withdrawing individuals and small groups*
- *Attend INSET and courses where appropriate*
- *Be fully aware of the school's SEND policy*

At St. Chad's C of E (VC) First School the SENDCO (Special educational needs coordinator) is the headteacher, responsibilities include:

- *Overseeing the day-to-day operation of the school's SEND policy*
- *Coordinating provision for children with special educational needs and disabilities*
- *Liaising with and advising fellow teachers and teaching assistants*
- *Managing learning support assistants*
- *Overseeing the records of all children with special educational needs and disabilities*
- *Liaising with parents of children with special educational needs and disabilities*
- *Ensuring effective CPD and training for all staff*
- *Liaising with external agencies including the LA's support services, health and social services, and voluntary bodies.*

Identification and Assessment Arrangements

A number of methods are employed to provide a rounded picture of a child's progress:

- *Records of pupils' performance as revealed by the Foundation Stage Profile and end of key stage SATs*
- *Evidence of performance as assessed against National Curriculum criteria (yearly QCA tests and teacher assessment)*
- *Tracking pupil progress*

- *Collections of children's work and records of discussion between pupil and teacher*
- *Teacher set tests*
- *Collections of 'anecdotal evidence'*
- *Observations; standardised tests,*
- *Diagnostic screening-standardised tests used to identify learning or developmental difficulties*
- *Information passed on from other school, preschools or outside agencies*
- *Information passed on by parents*
- *External advice.*

A register of children with SEND is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

Children can have special needs in the following **four** areas:

- **Communication and Interaction Difficulties**- Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.
- **Cognition and Learning Difficulties** - Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.
- **Social, Mental and Emotional Health** - Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.
- **Sensory and/or Physical Difficulties** - Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Procedures

The SENDCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the SENDCO. Parents are informed of any action, which the school proposes to take.

Initial Cause for Concern

- The Class Teacher registers a concern with the Special Needs Coordinator. This identifies the nature of difficulties so suggestions for support can be given and then progress is monitored and reviewed on a regular basis. The child is not necessarily added to the SEND register at this point.

- The child's parents will also be informed of any action being taken by the Class Teacher. The SENDCO may also advise parents about various outside agencies whom they may consult, depending on the child's needs.
- The child will receive targeted support will be given over a short time frame. The entry and exit data from this support programme can then be analysed to see if improvements have been made and to identify the child's 'next steps' in learning.
- The Class Teacher is responsible for monitoring and for planning work and activities to suit the child. Adult helpers may be used in the classroom to give individual assistance. Parents may be asked to help the child at home. The SENDCO will give advice and support if needed. Cause for Concern is a stage for gathering further information or maintaining a watching brief.

Single Category SEN Support - Children on the SEND Register

- There is one category of SEND support and if children are placed into this category it will be referred to as being placed on the SEND register.
- A child will be placed on the SEND register by the SENDCO after a thorough review and discussion with the child's class teacher and after every attempt has been made to rectify the difficulties through high quality first teaching in the classroom.
- Children on the single category SEN support register includes any child who makes minimal progress, despite good teaching and highly targeted intervention which usually enables most other children to make progress.
- Children will be placed onto the SEND register and their needs will be identified under **four** areas of need - **Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical Needs.**
- **St. Chad's C of E (VC) First School** will adopt a graduated response to SEN support which relies on the following four actions - **1. Assess 2. Plan 3. Do 4. Review**
- A plan may be drawn up by the Class Teacher in conjunction with the Special Needs Coordinator, but only if the child's education would significantly benefit from special and differentiated work from the rest of the class; help and advice may be sought from outside specialists, targets are set and termly reviews of the pupil's progress take place. Parental support and encouragement is vital at this stage.
- Copies of plans will be shared with parents who are invited to make an appointment to discuss their child's needs with the Class Teacher and/or SENDCO. The class teacher will identify children needing further support and in discussion with the SENDCO targeted support appropriate to the child's needs will be provided.
- The child's progress will be monitored termly, or at the end of the programme of support, using entry and exit data. If a child does not progress at this stage the SENDCO will seek help and advice from outside specialists and agencies.

- Children access quality first teaching in the classroom, sometimes in a group. The quality first teaching of all classes is monitored by the headteacher and the senior leadership teams. The work will be tailored to the child's individual difficulties and extra supervision may be given by the class teacher, teaching assistant or parent helper.
- A very close check will be kept on the child's progress. The child will be placed onto the school provision mapping and targeted support will be allocated in addition to quality first teaching. The programmes of support will often be set in conjunction with outside specialists working alongside the school to support the child. Termly reviews of the child's progress are undertaken. New targets are set where necessary and achieved targets removed. The parents or carers of the child are involved in the review process.

Education and Healthcare Plans

- In rare cases the conclusion may be reached that, having taken action to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. Children and young people who have significant special educational needs will undergo an **Education, Health and Care (EHC) Assessment**, unless parents, carers or the young person opt out. This will lead to an EHC Plan instead of the old system of a Statement of SEN.
- The school may therefore draw the pupil to the attention of the Local Authority with a view to a formal assessment to ascertain whether the child requires an **Education and Healthcare Plan (EHC)**.
- EHC assessment looks at the child or young person's needs in education, health and care. Parents/carers have a key worker to help them, if they wish. Parents/carers have a key worker to help them, if they wish. Parents/Carers are involved in writing the EHC Plan with the education, health and care staff who have assessed the child or young person.
- EHC Plans will be personalised which means that all the child's or young person's individual needs in education, health and care will be considered and the provision required identified. The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives.
- A Personal Budget may be available to families to choose how to support the child or young person
- The time taken to produce an EHC Plan will be a maximum of 20 weeks.

EHC Plans will include:

- The views, interests and aspirations of the child and his/her parents or the young person
- The child's or young person's SEN
- The child or young person's health needs which relate to his/her SEN
- The child or young person's social care needs which relate to his/her SEN

- The outcomes sought for the child or young person, including outcomes for adult life. It should also identify the arrangements for the setting of shorter-term targets by the early years provider, school, college or other education or training provider
- The special educational provision required by the child or young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in a child or young person having SEN. Where an individual health care plan is made for a child, this should be included in the EHC
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014
- The name and type of the school, maintained nursery school, post-16 institution or other institution,
- Where there is a personal budget, the details of this and the outcomes to which it is intended to contribute

Supporting Pupils with Medical Conditions

- The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.
- Children with medical conditions will have an individual healthcare plans will specify the type and level of support required to meet the medical needs of the child. If a child has SEND and a medical condition their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

Supporting children working significantly above their peers.

We recognise that the very able child will be capable of working at a higher cognitive level than his/her peers in some areas and that work needs to be set accordingly. We are, however, concerned for the whole child's development, and recognise that in other areas able children need the opportunity to develop alongside their peers. By stimulating and providing challenging opportunities for all above average pupils we will also develop the thinking of all pupils.

We aim to provide opportunities for individual pupils:

- To have an entitlement to an appropriate education
- To work at a higher cognitive level in order to demonstrate their full potential
- To recognise and develop the wide range of children's talents and abilities
- To show concern for the whole child socially and intellectually

Whole school provision

We aim at St. Chad's to provide good quality learning experiences for our gifted and talented pupils by adopting the following:

- A whole school policy on identification and provision
- Identification of the needs of gifted and talented pupils in the planning process,
- Identification of the appropriate resources through planned funding provision.
- Encourage independent learning, providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements.
- Have input into the target setting process
- Be aware of the effects of gender, ethnicity and social circumstances on learning and high achievement
- Provision of opportunities for problem solving, hypothesising and developing thinking skills
- Flexibility of organisation, which might allow withdrawal, setting, subject enrichment or partial acceleration.
- Provision of opportunity for responsibility within the school ethos eg. working as a member of the school council
- Having high expectations of this group of pupils
- Use of a wide range of whole school strategies as recognition of achievement, e.g.giving children responsibilities and the opportunity to use initiative

SEND Support

St. Chad's C of E (VC) First School;

- makes provision for a wide range of pupils with special educational needs. All are taught in integrated and inclusive provision with support as far as possible or withdrawal arrangements allow for individual or small group work.
- adopts the approach laid out in The Primary National Strategy on inclusion and support providing a model for waves of intervention:

Wave 1

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Examples are the Springboard mathematics programmes, the literacy programmes Early Literacy Support (ELS), Year 3 intervention, Further Literacy Support (FLS), and the 'Silver set' group work from the social and emotional aspects of learning (SEAL) materials. The Primary National Strategy will continue to ensure that quality assured Wave 2 programmes are available to support the revised Primary Framework. Wave 2 intervention is designed for

children for whom a well structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. Where it is working effectively, the wave's model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.

We offer the following support and intervention:

Literacy Support and Intervention

- Individual and small group additional guided reading, phonics writing etc
- Access to Wave 2 or 3 strategies
- Additional guided reading and comprehension practice
- Specialist intervention such as 'Toe by Toe' for children with specific difficulties
- Alternatives to written recording of work

Numeracy Support and Intervention

- Individual and small group support in class by teacher and assistant
- Third Space Learning
- Small group interventions e.g. plus 1 and power of 2

Speech and Language Support and Intervention

- Individual and small group additional intervention
- Daily intervention following programmes devised by SALT
- Delivery of a planned speech and language programme from a specialist teaching assistant
- Regular Visits from Speech and Language therapists both NHS and Private

Communication Support and Intervention

- Time to talk
- Small group and individual programmes of work

Physical Support and Intervention

- Specialist trained teaching assistants will deliver planned Occupational Therapy/Physiotherapy programmes
- Regular contact/visits and work with children by Occupational Health Therapists
- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part eg Blue Whale club
- Individual and small group support to develop fine motor skills and to implement handwriting programmes, eg start write, stay right, Pindoras box.

- Equipment/Resources - we will ensure children have access to the equipment and resources they need such as writing slopes.

Social Skills

- Individual and small group work to deal with identified issues.
- Range of PSHE materials including SEAL, Secrets to Success

Emotional Development Support and Intervention

- Individual and small group programmes such as Nurture Groups.
- School refusers or children who are anxious will have a member of staff allocated to greet in morning and assist settling in.
- We have 'sports leaders' at lunchtime to look out for and assist anxious and vulnerable children

Behaviour Support and Intervention

- School 'Positive Behaviour Management Policy'
- Individual, class and whole school reward systems
- Individual behaviour plans when necessary
- Golden Time and red/yellow card system

Allocation of resources

- The SEND budget for resources is allocated at the beginning of the financial year by the Head Teacher, and Office Manager, and approved by the Finance Committee and full Governing Board.
- The SENDCO is responsible for managing this budget and purchasing resources which will best support the needs of children with Special Educational Needs in our school.

Facilities

- St. Chad's C of E (VC) First School is well equipped with a disabled toilet and handrails. The school is accessible to the physically disabled with some support needed to access ramps in some areas.
- St. Chad's C of E (VC) First School will ensure that it will do everything possible to ensure that the school is well equipped and resourced and able to provide for the needs of all children with SEND.

Resources

SEND funding contributes to the costs of:

- *staffing e.g. time for the SENDCO, and other staff working to support pupils with SEND*
- *specific equipment and resources*
- *assessment materials*
- *training*

- *adaptations to the building*
- *fees to agencies outside school that offer additional expert advice and assessments*

Support Services

We access to a full range of support services including:

- *SENDSS (Special Educational Needs Support Service)*
- *Educational Psychologists*
- *ESPD (Educational Services for the Physically Disabled)*
- *Behaviour Support*
- *Visual Impairment*
- *Hearing Impairment*
- *Occupational Therapy*
- *Physiotherapy*
- *Speech & Language Therapy*

Partnership with Parents, Carers and Families – A Family Centred Approach

At St. Chad's C of E (VC) First School;

- 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' contribution to their education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing the individual plans.
- parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including review meetings, open evenings, telephone, letters, home/school agreements and informal meetings.
- we value the partnership of home and school working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance.
- parents and children are encouraged to offer their views on special educational needs provision either by using our open door policy to talk directly to the class teacher, SENDCO or headteacher.
- 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.

- we have regular meetings each term to share the progress of special needs children with all stakeholders. 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.
- specific issues or complaints will be handled in the first instance by the SENDCO and formal complaints will be handled under the schools normal complaints procedure.

Child Participation

- we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their individual plans and in any meetings relating to their needs, of appropriate. Children are encouraged to make judgements about their own performances against their targets. We recognise success here as we do in any other aspect of school life

Transition between Educational Placements

we will ensure that children with SEND will receive the highest possible care when moving to a new or different educational setting to ensure a successful and smooth transition.

Our transition programme for children with SEND includes:

- *Liaison with previous placements to meet the pupils and staff*
- *Liaison with future placements to meet the pupils and staff*
- *Parental Visits*
- *Induction Days*
- *Discussion with outside agencies re: pupils with special educational needs transferring to us.*

Inclusion

We aim to offer excellence and choice to all our children, whatever their ability or needs.

We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- *Have different educational and behavioural needs and aspirations*
- *Require different strategies for learning*
- *Acquire, assimilate and communicate information at different rates*
- *Need a range of different teaching approaches and experiences.*

Assessment

- Children are assessed in school both summatively and formatively and when deemed necessary, by outside agencies. The results of the assessments are used to help individually tailor the support programme needed for the pupil.
- Work is differentiated accordingly and support arranged in the classroom. If the pupil's need specific support from outside experts e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Family Therapist, Family Support Worker, Pupil Support Service officer, Educational Welfare Officer.
- Early identification is a major part of our ethos and work with the children. Children are assessed when they start regularly from Nursery and throughout. This information is analysed by the class teacher, Headteacher and SENDCO and interventions or support is allocated according to any identified needs.
- The class teacher and SENDCO assess and monitor the children's progress in line with existing school practices.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the Curriculum for All

We firmly believe that every child has an entitlement to a broad and balanced curriculum, which is suitable differentiated.

A range of strategies are deployed to meet children's special educational needs and ensure inclusion and access to the curriculum. Every lesson has clear learning objective and have work which differentiated appropriately. Assessment is used to inform the next stage of learning for every child

Monitoring and Evaluation

The SENDCO will monitor the assessment, identification progress and support for children identified as having a SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on practice of the school by way of a monitored and action planning, presentation of children's results and progress and via the schools provision map.

The SENDCO is involved in supporting teachers involved in drawing up plans for children. The SENDCO and SEND Governor hold regular meetings to review the work of the school in this area.

The Governing Board reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full Governing Board.

Success Criteria of SEND Policy

This policy will be deemed successful if it:

- Ensures the inclusion of all children with Special Educational Needs and their progress,
- Supports all staff in ensuring relevant and successful provision to staff and children.

This SEND policy will be judged by the progress of the SEND pupils; the motivation children show towards helping to solve their own difficulties and by the flexibility of a system, which allows for children to be taken off the Register.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Reviewed: Autumn 2021 in line with schedule