



# Chapelford Village Primary School

## Special Educational Needs / Disabilities Policy

This policy should be read with:

- Equality Policy
- Teaching and Learning Policy
- Special Educational Needs and Disability Code of Practice: 0-25 Years

***Learn***

***Achieve***

***Respect***

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### DOCUMENT STATUS

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1	Autumn 2014	Draft Policy
1	Spring 2015	Adopted by Governing Body
1	Spring 16	Reviewed annually
1	Spring 17	Reviewed annually
1	Summer 18	Reviewed annually
1	Spring 19	Reviewed April 2020
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Ratified by governors on

Chair of Governors .....

Head Teacher .....

POLICY



## Special Educational Needs / Disabilities Policy

The Special Educational Needs and Disability Code of Practice: 0-25 Years defines Special Educational Needs as:

- A child or young person having a learning difficulty or disability which calls for special educational provision to be made for him / her
- A child or young person who has a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

This policy should be read with:

- Equality Policy
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### PHILOSOPHY

Chapelford Village Primary School is committed to enabling every child to reach their potential, regardless of ability level, race, gender or cultural background. We are committed to each child's personal well-being and academic success. Every child has access to the Early Years Foundation Stage Curriculum or National Curriculum (as appropriate) through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every child's needs and, for those children that need it, additional interventions are provided to enable progress to be made.

In line with the current Special Needs Code of Practice 2014 we believe:

- A child with Special Educational Need or Disability (**SEND**) will have their needs met
- All teachers are teachers of pupils with additional needs and everyone will commit themselves to the challenge of ensuring pupil participation
- Where appropriate, the views of the child will be sought and taken into account
- Parents have a vital role to play in supporting their child's education and parents' views will be sought in deciding actions and interventions to help their child
- Relationships of mutual respect will be developed with every child - celebrating successes and supporting children through difficulties
- Due regard will be given to the Special Needs Code of Practice 2014 in all decision making, including liaison with other agencies.

In line with the Code of Practice 2014 which emphasises outcomes for children and young people from 0-25, we believe we all have a role to play in securing the best possible outcomes for children in school which will lead to them being successful as young adults.

## **AIMS**

Our overall aims are:

- To identify children causing concern as early as possible
- To ensure that the learning environment matches the pupils' needs
- To assess, develop strategies, teach and monitor the child's progress to enable the child to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development)
- To maintain and enhance self-esteem of children who have difficulty in accessing the curriculum or conforming to behavioural norms at school
- To enable and encourage children to participate in setting targets and contributing to learning/behaviour plans
- To provide support as appropriate for a child's needs, working in liaison with other agencies as necessary
- To target resources (human and material) as appropriate to achieve the best outcomes and value for money

## **IDENTIFICATION OF SPECIAL NEEDS**

All pupils raising concerns throughout the school are tracked using our class Inclusion Overview document which identifies each child's needs against the four areas of need in the Code of Practice 2014, and also identifies the provision in place for that child (staffing, resources, activities, approaches). During termly Progress Meetings children are reviewed and discussed by the class teachers and the **Special Educational Needs / Disabilities Co-ordinator** (SENDCo), particularly at transition time in July.

As recommended in the SEN Code of Practice 2014, there is a step-by-step, graduated model of action and intervention to help children who have SEND at Chapelford Village. This approach recognises that there is a continuum of SEND. Where appropriate, external specialist expertise will be sought to advise on the difficulties that a child may be experiencing; therefore, ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a child makes adequate progress.

All good quality first teaching involves a cycle of assess need - plan to meet the need - deliver the plan - review the plan - begin again (**Assess, Plan, Do, Review**). For those children with identified SEND, this cycle may involve joint working with other agencies.

### **STEP 1 - MONITORING**

Step 1 is a school based step not recognised within the Code of Practice 2014. In this phase, children may only be slightly in arrears with their learning and we are gathering information to establish if we need to put interventions in place to support the child. Children in this category may be causing concern to their class teacher or parent, or the child themselves may be concerned about progress being made in school. There may be a concern about development in any of the four areas of need as set out in the Special Educational Needs Code of Practice:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional & Mental Health Issues
- 4) Sensory and/or Physical Needs

or a combination of these.

The class teacher will then carefully **monitor** the situation to gather some evidence of the problem. A number of diagnostic tools can be used, such as:

- Classroom/playground observations
- Social/emotional observations
- Miscue analysis/appropriate reading tests
- Diagnostic dictations
- Spelling tests
- Numeracy assessments
- Visual/auditory discrimination tests
- Standardised test scores

The class teacher will then inform the SENDCo of their observations and concerns. They will then discuss the child's records and teachers' observations to build a picture of the child's strengths and areas of concern. This may then be shared with the parents and/or the child as appropriate.

Following this, if concerns remain the child will be moved onto Step 2.

## **STEP 2 - School Support**

Again, this is a school based step not recognised within the Code of Practice 2014.

Following monitoring if concerns remain, group or individual interventions may be set up to support the child and parents will be involved in deciding the way forward. This will be recorded on a 'School Support Provision Planning Document'.

The SENDCo and/or Class Teacher use the assessments and observations to draft a Provision Plan with clear outcomes outlined for the child. The Provision Plan is a planning, teaching and reviewing tool which should underpin the process of planning intervention for the child. The Provision Plan records the desired outcomes, appropriate resources, suitable teaching strategies, as well as outlining how parents can help, what is expected from the pupils and when the plan will be reviewed. These outcomes are then discussed with the parents and child (when appropriate) and finalised. The child's name will then be entered on the school's Inclusion Overview at 'School Support'.

When pupils in the same group have common outcomes, and hence common interventions are being applied, a Group Provision Plan may be drawn up rather than producing Provision Plans for each child.

The class teacher remains responsible for planning the intervention programme, but may delegate its delivery to a teaching assistant (TA).

The setting of desired outcomes will involve the parent and child (where appropriate) and is repeated on a termly basis (or more frequently if necessary). After evaluation of the outcomes it may then be felt that:

- a) Intervention has been effective, and further Provision Plans are necessary to ensure continuing progress
- b) The problem has been resolved, therefore no further interventions are necessary
- c) The problem has been resolved, therefore no further interventions are necessary, but the child is to be returned to Step 1 for careful monitoring

- d) The gap has widened and it may be necessary to consult an outside agency, therefore moving onto Step 3 SEN Support. The key test of the need for further action is evidence that the current rate of progress is inadequate and that perhaps external advice is required.

### **STEP 3 - SEN SUPPORT**

Children at this stage fall within the definition at the start of this document. These children have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Examples of this may be an individualised programme, the advice of an outside agency, or the school delivering a programme devised by an external professional. Again, a provision plan will be devised and agreed between parents, the school and, if appropriate, the child.

For children with complex needs, where multiple professionals are involved, a Provision Plan will be agreed for the term with parents and, if appropriate, the child. The SENDCo will be involved in coordinating the delivery of the Provision Plan.

The SENDCo and class teacher, in consultation with parents, may ask for help from external services, such as Warrington's Inclusion Team Teachers for Learning, Educational Psychologist, health workers, speech and language therapists, community paediatricians and occupational therapists as necessary for the individual child. They keep a record of any advice received about a pupil from external agencies and incorporate these into any Provision Plan.

### **CHILDREN WITH DISABILITIES BUT WITHOUT LEARNING DIFFICULTIES**

Children with disabilities but without learning difficulties will have an 'Individual Care & Access Support Plan' written by the parents, SENDCo and class teacher and, if appropriate, the child. This will outline strengths and areas of focus, plus suggested actions, to minimise the impact of these potential barriers to learning.

### **CHILDREN WITH HEALTH NEEDS**

Children with long term medical conditions will have a Health Care Plan agreed with the school and the parents. This will be written in line with the school's Administration of Medicines Policy.

The SENDCo will take a lead in co-ordinating further assessments of the child, planning future interventions and monitoring and reviewing the action taken. Main provision is by the class teacher, with some limited targeted adult support provided by a TA where resources allow.

Targets will be set for all children as part of normal classroom practice but children at Step 2 and Step 3 will have specific outcomes, agreed with the parent and, if appropriate, the child. These will be set out in an intervention plan and reviewed on a termly basis (or more frequently if necessary). After evaluation of the intervention plan it may then be felt that:

- a) Intervention has been effective but a further intervention plan is necessary to ensure continuing progress
- b) Good progress has been made and the support of outside agencies is no longer required, therefore the child can be moved down a step and may no longer require an intervention plan

- c) The gap has widened and it may be necessary to consider if all needs are being addressed adequately by the school, or if it is now appropriate to consider putting the child forward to the Local Authority for statutory assessment which may lead to an Education Health Care Plan (EHC plan).

The key test of the need for further action is evidence that the current rate of progress is inadequate.

#### **STEP 4 - ASSESSMENT BY THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH CARE PLAN**

##### **Statutory Assessment**

The SENDCo, class teacher and parents will discuss the child's further needs and seek parental permission to initiate statutory assessment. The SENDCo then collates all the evidence relating to the child's needs and completes all necessary documentation to submit to Local Authority.

The Local Authority, having considered the information that the school provides, may decide to progress with a statutory assessment when it considers that it may be necessary for special educational provision to be made for the child in accordance with an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

**An EHC needs assessment does not always lead to an EHC Plan.**

The maximum time for the Local Authority to complete this process from receiving the school's request for assessment is 20 weeks. At every stage children and their parents are involved fully and their views and wishes taken into account.

#### **STEP 5 - EHC PLAN**

If an EHC Plan is granted then the school, parents and the child, if appropriate, will work together with the education, health and other professionals to plan and deliver a specific programme. Progress against the agreed outcomes will be reviewed on a termly basis in school and at least annually with the Local Authority.

Once an EHC Plan has been granted then further funding may be available and this is known as a Personal Budget. Parents will be consulted fully and involved in decisions as to how this is spent. Personal budgets should be focused to secure the provision agreed in the EHC Plan and should be designed to secure the outcomes specified in the plan.

The Local Authority have a person designated to assist parents and give them independent advice and the Local Authority have a website containing information known as "The Local Offer" which will give parents further information to this policy.

#### **RESOLUTION OF DISAGREEMENTS**

Through full consultation and taking the views of parents and children into account, it is hoped that there would not be any disagreement over meeting the needs of children in our school. However, in the event of a disagreement the matter will be dealt with in line with the current Code of Practice. It may be necessary to involve external mediation. Early resolution would be our aim for the benefit of the child.

## **ROLE OF THE SENDCo, CLASS TEACHER, TEACHING ASSISTANT**

The **SENDCo** is responsible for:

- The smooth running and co-ordination of special needs provision
- Liaising with Head Teacher, class teachers and TAs
- Liaising with outside agencies (Educational Psychologists, Warrington's Inclusion Service Team, Health Services and the Traveller Education Service)
- Setting timetables and managing all staff working with special needs children
- Overseeing records of children with special needs
- Providing/organising in-service training for staff as necessary
- Maintaining resources to meet pupils' needs
- Liaising with parents (after consulting class teachers)
- Attending Special Needs Planning Meetings and carrying out actions decided upon
- Keeping a record of children with Special Needs and those causing concern
- Completing all necessary documentation in connection with statutory assessment and the annual review of the EHC Plan

The **CLASS TEACHER** is responsible for:

- Liaising with parents and the SENDCo about concerns
- Compiling intervention plans and agreed outcomes, involving the child and parents in this process, and evaluating their outcomes at least termly
- Providing data and other forms of assessment and evidence to the Head teacher and SENDCo
- Inviting parents in to school each term to discuss and agree new outcomes and to sign the child's intervention plan
- Incorporating the involvement and advice of outside agencies organised by the SENDCo
- Managing any extra support provided within school and working with the adults involved to implement any interventions
- Liaising closely with the SENDCo and Head Teacher to devise intervention plans, teaching and assessment/evaluation

The **TEACHING ASSISTANT** is responsible for:

- Supporting children with SEND within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with class teachers' guidance
- Keeping a record of support given
- Contributing their evaluations and assessments to any discussions/meetings to agree future interventions
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

The **GOVERNORS** are responsible for:

- Monitoring the work of the school
- Receiving a termly report from the SENDCo and the Head teacher
- Allocating funds, as budget allows, to promote the SEND provision
- Ensuring that the Code of Practice is followed
- Appointing a Governor with responsibility for monitoring SEND
- Appointing a qualified teacher to take up the role of SENDCo and ensuring the appropriate training

## **RESOURCES**

The SENDCo holds a number of specialist resources. Resources may be purchased to meet individual needs as identified. In allocating any resources (human or material), consideration is given to our duty under the Equality Act as outlined in the Equality Policy and the Special Educational Needs and Disability Code of Practice: 0-25 Years.

Policy by: Laura Tottie (SENDCo) September 2014

Policy reviewed annually in the Autumn Term unless legislation requires an earlier review

Approved by Governors

Further updated by Lisa McDavid April 2020

## **UPDATE OF CURRENT INITIATIVES - April 2020**

Chapelford Village Primary is a large school; the proportion of children with a special educational need that require something in addition or different to the rest of their class is 12.6% which is a little lower than the national average but roughly in line with other local schools. The school employed a SENDCO, Lisa McDavid, with over ten years' experience who started work in the school on the 30<sup>th</sup> October 2018.

The SENDCO is now working closely with the lead for speech and language in the school, Sarah Chesterman, to identify and work with the children with communication, language and sensory needs. Training and coaching staff is a key aspect of the work.

### **Targets for this academic year:**

- To improve the teaching of reading and writing to those children with low attainment in English across the school. To empower teachers to have more information about the children in their class and increased understanding of strategies to improve their Quality First Teaching. This is supported by assessment tools and staff meetings looking in depth at dyslexia-friendly strategies and what a dyslexia-friendly classroom looks like.
- To improve the language and communication skills within the school, particularly in EYFS and with SEND children. That staff will all understand and be able to use increased visuals and Makaton to support learning with the most vulnerable children. Makaton training for specific TAs has already taken place.
- To increase awareness and understanding of autism and sensory needs. Strategies that lower anxiety and the related behaviours. For the teachers in the school to understand the difficulties that some children experience in the school environment and how that can be managed in such a way that there is better learning for all. This includes using sensory toys and equipment in a designated space to create individual sensory diets for specific children.
- To create efficient systems within school once difficulties are identified; communicating to class teachers the expectations for Quality First Teaching and the next steps. For the SEND department in the school to run efficiently with good systems of communication and support for all stakeholders.
- To look in detail at data and how we measure progress of SEND children and other vulnerable groups. For the school to follow national guidelines on what data we collect and how that is collected, interpreted and what implications that has for future provision.
- To encourage the engagement and support of parents and the wider community. For parents with concerns about the education of their child to have easy access to advice and support. To provide support for parents of SEND children who need it.



- To promote understanding of the effects of early life trauma and attachment issues have on the individual child and on how they learn. For the staff at school to have a sound understanding of early brain development, early life trauma and attachment issues so that they can better understand and teach children who have experienced trauma i.e. children in care/adopted/not being brought up parents. For the school staff to have good strategies when dealing with children with heightened emotions.
- To create a space within the school for children with significant barriers to their learning in their classrooms. To look in detail at what their learning looks like and to help them to become increasingly secondary ready.
- To work closely with governors and SLT to ensure that there is a transparency and understanding of SEND issues in the school; this will require regular meetings with Anne-Marie Worrall, link governor for SEND.
- Creating a plan of development of SEND that will map some areas over the next three years.
- Continuing to work closely with our Educational Psychologist, Behavioural Specialist, Speech and Language Therapists, Play Therapist, Therapeutic Play Specialist, CAMHS Link Workers, School Nurse, Diabetes Nurses, Occupational Therapists, Ophthalmologist, Staff from local Designated Provisions as well as colleagues from Social Care.