



# **Chesterton Primary School**

## **Special Educational Needs Policy**

*SENDVCO (Special Educational Needs Disabilities and Vulnerable Co-Ordinator)*

- Miss V Storey (Head of School) - SENDVCO
- Miss S Povey - Assistant SENDVCO
- Mrs H Yasmin – SEND Support
- Mrs R Aldous – Exec Headteacher (SENDVCO Support)

This Policy takes account of the Special Educational Needs and Disability Code of Practice 0 -25 years June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2011

## Introduction

Every Teacher is a teacher of every child or young person including those with SEN.

Throughout our school we pride ourselves on being an inclusive provision. We offer a broad and balanced curriculum for all children and recognise that adjustments to practice and specific support may be necessary to meet individual needs. We aim to create a learning environment which meets the needs of each child, and our school team works to ensure that special educational needs are identified, assessed and appropriately met, enabling all children to have full access to all elements of our school curriculum.

We believe in working collaboratively to ensure every learner achieves their full potential and ensure that individual success is celebrated. The staff, governors, children and their families are committed to work together to create an inclusive environment where children can learn as individuals and develop their confidence and independence skills. We celebrate the differences between children and ensure that learning experiences and opportunities meet the needs of all.

## Our School Values

**Ready, Respectful, Resilient, Safe - Building aspiration, overcoming barriers and celebrating diversity in our community, learning and relationships.**

At Chesterton Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

## Aims

Our aim is to raise our aspirations and expectations for all pupils with SEN. This Policy focuses on the learning and progress of those children who have needs relating to:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and health,
- Sensory and/or physical Medical

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to **being healthy, staying safe, enjoying and achieving, social and economic well-being.**

## Objectives

- To identify pupils with Special Educational Needs and disabilities and ensure that their needs are met.
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-Ordinator (SENDVCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the curriculum for all pupils

## **Identifying Special Educational Needs**

We recognise the four broad categories of need in the Code of Practice. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. A range of evidence is collected through the school's assessment and monitoring arrangements.

If this indicates that the child is not making the expected progress the SENDVCO may be consulted to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are- disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of a Serviceman/woman, but are not necessarily SEN.

## **Management of Pupils with SEN**

- The class teacher is responsible and accountable for the progress of all pupils in their class.
- This will be reviewed as part of an Assess, Plan, Do, Review Cycle with the SENDVCO, Head of School and Executive Headteacher in Pupil Progress Meetings
- Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.
  - Where progress does not improve despite planned provision a child may be placed on the school's SEN Register.
- The school, pupil and parents work together in setting appropriate targets and provision for the child.
- It may be decided to place the pupil on a planned SEN Support Programme which may be recorded on an IEP, one-page profile or Provision Map
- Referrals to outside agencies could be contacted for further guidance.
- Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education and Health Care Plan (EHC).
- Refer to School's Contribution to the Local Offer school website.

## **Criteria for Exiting the SEND Register**

Where specific planned provision results in accelerated progress and pupil is working within national expectations, they should be removed from the SEN Register and placed on a watching brief to monitor ongoing progress.

## **Supporting Pupils and Families**

Refer to School's Offer on school website

## **The Individual Education Plan**

The IEP (or APDR) is a planning, teaching and reviewing tool. It underpins the process of planning intervention for the individual pupil with SEN.

IEPs are teaching and learning plans setting out:

- **The short-term targets set for or by the pupil**
- **The teaching strategies to be used**
- **The provision to be put in place**
- **When the plan is to be reviewed**
- **Success and/or exit criteria**

## **Pupil Involvement**

The IEP (or APDR) is concerned with targets and support to help the pupil move forward with their learning. It is essential that pupils are actively involved in their IEP. This means pupils must know and understand their targets and know what to do to achieve them, and who will help them achieve them.

## **Parent Involvement**

- The involvement of parents in their children's learning is vital to success. · Parents need to be informed when concerns arise.
- Staff need to ensure parents are fully aware of IEP's and planned provision and are consulted regarding reviews.
- Parental views need to be actively sought and recorded.
- Copies of IEP's, one-page profile and planned support programmes and reviews must be made available for parents/carers
- We offer the CAF/TAC support process where appropriate and signpost to other outside agencies.
- Access to Pastoral Support Team.

## **Supporting Pupils at school with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education
- Some children will have their medical conditions recognised by their Education and Health Care (EHC) plan.
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. School Medical Conditions Policy (April 2014) available from the school office

## **Monitoring and Evaluation of SEND**

To ensure the quality of our SEND Provision, the school will conduct regular audits involving the SEND Team, Lead SENDVCO, SEND Governor and Executive Headteacher. This will involve:

- Lesson observations
- Book scrutiny
- Data analysis
- Feedback from pupil progress meetings
- Feedback from parent/pupil views
- Monitoring staff training
- Data analysis of intervention programmes
- Termly SENCO network meetings

## **Training and Resources**

- SEND provisions are funded through Notional Funding from the Government Funding Agreement and Cambridgeshire Higher Needs Funding (HTN) for the most complex needs.
- The training needs of staff are identified through the School Development Plan, Performance Management Reviews and Individual Pupil Needs.
- The SENDVCO will access CPD as required and attend Network meetings.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDVCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school has developed strong links with Alternative Provision, Cambridgeshire SEND Services, the Speech & Language Service, Physiotherapy and Occupational Therapy Service, Community Paediatrics, Early Help (Targeted Support), The Cambridge Children's Centre, Specialist Outreach Services and School Health service.
- We work closely with our Active Learning Trust SEND Team who provide a consultative model and can support with training and development.

### **Storing and Managing Information – Confidentiality**

- Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENDVCO.
- Confidential information regarding a pupil's SEN is kept on Provision Map.

### **Accessibility**

See Accessibility Statement/Plan on school website

### **Complaints**

- The Executive Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision for SEND.
- They should first request a meeting with SENDVCO where the issues can be discussed, if necessary the Executive Headteacher and the Head of School will be asked to join the meeting.
- A copy of our complaint's procedure is available on the school website.
- Referrals to outside agencies could be contacted for further guidance.
- Where the needs of the child are broader or more complex and/or a family may want to access specialist schooling a child may be put forward for an Education and Health Care Plan (EHC).
- Refer to School's Contribution to the Local Offer school website.

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**Date Policy Agreed: September 2024**

**Next Review: September 2025**



