

Chew Stoke Church School

A Primary Academy



'Confident in Learning, Caring in Life'

Special Educational Needs Policy

Reviewed & Approved by FGB March 2021

Next review due: September 2022

Special Educational Needs & Disability Co-ordinator (SENDCo) : Carole Hope

Introduction

At Chew Stoke Church School our aim is for every child to be;

‘Confident in Learning, Caring in Life’

Guided by our strong Christian Values, we strive to support all of our children throughout their education and to enable each and every one of them to reach their full potential.

Following our school Bible inspiration from the Gospel of Luke - Chapter 10v27:

Love God

Love Yourself

Love Your Neighbour

Our Aim

To ensure that every child is treated equally and has:

- A broad and balanced curriculum.
- A fully inclusive and accessible education.
- High aspirations, expectations and experiences success.

In order to achieve this and to support each child and their family through their learning journey, quality teaching is vital; however, for some children there are occasions when additional support may be needed to help them achieve their potential.

A child is defined as having Special Educational Need (SEN) if he or she has a learning difficulty which requires special educational provision, namely a requirement which is additional to or different from the provision made generally for children of the same age. A child is defined as having a disability, if they are unable to access the educational facilities usually provided by the school and accessed by their peers.

There are 4 primary areas of Special Educational Needs as defined in the Special Educational Needs Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical Development

OBJECTIVES

Provision for pupils with SEND is a whole school matter. In line with the SEN Code of Practice 2015 and the Children and Families Act 2014, the school will:

- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student.
- Ensure that the needs of students with SEND are identified and assessed as early as possible and that individual provision is regularly reviewed.
- Use our best endeavours to ensure that a child with SEND gets all the support they need.

- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active and informed contribution to their child's education.
- Designate an appropriately qualified teacher responsible for the co-ordinating of SEND provision.

Roles and Responsibilities

The Headteacher (Ben Hewett) is responsible for:

- Working with the SENDCo and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Overall responsibility for the provision and progress of learners with SEND.
- The day to day management of all aspects of the school regarding SEND provision.

The Special Educational Needs & Disabilities Co-ordinator (SENDCo - Carole Hope) is responsible for:

- Working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Co-ordinating all of the support for children with SEND.
- Developing the school's SEND Policy to make sure all children get a consistent, high quality provision which meets their needs in school.
- Ensuring that parents are:
 - involved in supporting each child's learning.
 - kept informed about the support each child is getting.
 - involved in reviewing how they are doing.
 - part of the provision planning for them.
- Liaising with all outside agencies who may support a child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Updating the school SEND register and recording progress and achievement for each child.
- Providing individual Pupil Passports for SEND children, which define each pupil's individual needs and identify their barriers to learning and how best to support them in school.
- Applying for Educational Health Care Plans (EHCPs), when deemed appropriate, managing the provision and regular review of those plans with each child, their parents and staff and ensuring that the outcomes are appropriate, relevant and achievable.
- Providing specialist support for teachers and support staff so they can help each child to achieve their potential.
- Supporting each child's class teacher to write Individual Learning Plans that specify the targets set for each child to achieve.
- Organizing regular training for staff so they are aware, confident and up to date about how to meet the SEND needs of each child.
- Making sure that the Governing Body and the SEND Governor (Nick George) are kept up to date about any issues in the school relating to SEND.
- Advising on the school's delegated budget and other resources to meet pupil's needs effectively.

Class Teachers

All teachers are teachers of SEND and have a responsibility for the progress and achievement of each and every child at the school.

Teachers will:

- Ensure that all children have access to outstanding teaching and that the curriculum is adapted to meet each child's individual needs.
- Regularly check on the progress of each child and identify, plan, deliver and review any additional help each child may need and discuss amendments with support staff or the SENDCo as necessary.
- In consultation with each child and their parents, plan, write and review Individual Learning Plans, at least three times a year.
- Manage and review the provision outlined in EHCPs for children in their class.
- Ensure that all members of staff, are aware of the individual needs of each child and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach.

Teaching Assistants (TAs)

Teaching Assistants will:

- Liaise closely with class teachers and the SENDCo on all matters relating to SEND children.
- Work under the direction of the Class Teacher and SENDCo to provide: 1:1 support or group support & intervention.
- Provide verbal & written feedback on activities, as directed.
- Create and organise resources for SEND pupils, as directed.
- Attend relevant SEND training.

SEND Governor

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school with SEND.
- Liaising with the school SENDCo.
- Understanding and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves their potential in school.

Identification, Assessment, Provision and Review

Identification - How does Chew Stoke Church School know if children need extra help?

We know that children may need extra help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school.
- the child's progress is slower than expected.
- there is a change in the child's behaviour.
- a child asks for help.

If a child is not making expected progress or if there is another indicator of concern the school will discuss with parents:

- any concerns which they may have.
- any further interventions or referrals to outside professionals to support the child's learning.
- how we can work together, to support the child at home and at school.
- any tests which might be given to the child to aid assessment for further intervention.

Assessment - How is the decision made about what type and how much support each child will receive?

Each child is assessed individually and a personalised package of support put into place, dependent on the needs of that child. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase in support and/or resources. Regular review meetings are held between the class teacher and parents, to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable us to allocate resources/support for the child.

Provision - How will the curriculum be matched to each child's needs?

Our curriculum is designed to match each child's needs by offering personalised learning, which is differentiated by the class teacher or teaching assistant, according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

Provision - How will Chew Stoke Church School staff support each child?

Children with SEND will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language therapy (S<) Service or a Learning Support Service.
- An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant.
- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a TA).
- Providing special equipment/resources as required to support a child's learning and development.

The class teacher (usually with the SENDCo) will always explain to parents what the concerns are and what the plans for the child include. If outside agencies are used, we always ask parents' permission before making a referral. If parents have any queries related to the interventions or support that a child receives, please contact the class teacher or the SENDCo.

Review – How do parents know how well their child is doing?

Regular reviews of a child's progress will be discussed at the following meetings:

- Parent/carer consultations both formal and informal.
- Meetings with the SENDCo.
- Learning Plan review meetings.
- EHCP reviews (where applicable).
- Staff pupil progress meetings – held at least 3 times per year.

- Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

If a specialist professional works with an individual child, there may be additional progress meetings where further recommendations are made, parents/carers will be involved in all discussions which may include:

- Making changes to the way a child is supported in class eg. adding some individual support or changing some aspects of teaching to support them better.
- Support to set targets, which will include their specific professional expertise.
- A child's involvement in a group run by school staff under the guidance of the outside professional eg. a social skills group or sensory circuit.
- A group or individual work with an outside professional.

All reports from outside agencies are passed to parents with their ideas for support or resources that may be used at home. Parents will also receive an annual report from the class teacher for each child.

Accessibility - How accessible is the school environment?

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users and two wheelchair lifts at either end of the school. Our Accessibility Plan can be found on our website.

Transition - How will Chew Stoke Church School support each child's transition before and after primary school?

Induction for all of our Early Years children takes place in the Summer Term and usually this includes; 20 minute play and story times, 3 half day visits in school, a family picnic and an induction meeting for parents. Reception teachers also visit home and pre-school settings to observe children and discuss their Early Years progress. If a child joins the school in Reception, there may be SEND transition funding available to support the child to settle into school. When necessary, the SENDCo will also visit pre-schools and nurseries to support SEND children in their transition to primary school.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCo are arranged as necessary. We will also make sure that all records about a child are passed on as soon as possible.

If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

Evaluating the effectiveness of SEND provision

At Chew Stoke Church School we evaluate the effectiveness of our provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions after 10 weeks or earlier if required.
- Talking with pupils.
- Monitoring by the SENDCo.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC Plans.
- Twice yearly review of SEND provision with the SEND governor.

Support for improving emotional and social development for pupils with SEND.

We provide support for pupils to improve their emotional and social development in the following ways:

- Regular discussions between staff and parents.
- Additional pastoral support sessions with individual children as required.
- Contact with the School Nurse and other agencies as appropriate.
- Pupils with SEND are encouraged to participate in all after school activities to promote teamwork and friendship skills.

Our zero tolerance approach to bullying can be found in our school Anti-bullying policy.

Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

Collaboration - What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

Autism Outreach Service (ASD)
Behaviour Support Service
CAMHS - Child and Adolescent Mental Health Service
Counselling Services
Educational Psychologists
Occupational Therapists
School Nursing Team, Paediatricians and GPs
Social Care teams
Child Protection Officers
Speech and Language Therapists – ('Talk Out' at Chew Stoke Church School)
Sensory Support Services
Physiotherapy
Parent Partnership
Play therapist
Vision Support
Hearing Support

Help and Advice - Who can I contact for further information?

If parents wish to discuss any aspect of their child's education, please contact:

- Class teacher
- The SENDCo
- Headteacher
- The SEND governor

Or

- The B&NES SEND Partnership Service (SPS) provides free confidential and impartial information, advice and support about matters relating to special educational need or disability, including health and social care. This advice can be provided to children and young people from 0-25 with Special Educational Needs or Disabilities (SEND) as well as their parents/carers. The child or young person does not need to have a Statement of Special Educational Needs or Education, Health and Care (EHC) plan for you to use the service. Our aim is to empower parents by providing them with information, advice and support on national and local policies which will help inform decisions

SEND Partnership Service (SPS) Keynsham Civic Centre
Market Walk
Keynsham
BS31 1FS
Helpline: 01225 394382
send_partnershipservice@bathnes.gov.uk

Please do not hesitate to contact the school on 01275 332354 if you have any queries.

Glossary

EHCP – Education Health Care Plan, these are provided by B&NES for a small number of children with high levels of need.
ILP – Individual Learning Plan outlines specific targets for the child, how often they will be done and who will work with them on these.
S< – Speech & Language Therapy
SEND Code of Practice 2014 – The legal document that sets out the statutory requirements for SEND
SEND – Special Educational Needs and or disabilities, replaces SEN in the new Code of Practice.
SENDCo – Special Educational Needs & Disability Co-ordinator
TA – Teaching Assistant

Where the term ‘parents’ is used in this policy it can be taken to mean parents, carers and legal guardians.

Other related policies available on our website:

Equality & Inclusion
Accessibility Plan
School Local Offer

This policy is reviewed annually by the Headteacher, SENDCo and SEND Governor, following consultation with pupils, parents/carers and staff.

Chew Stoke Church School contact details:

Headteacher: Mr Ben Hewett
School Secretary: Mrs Liz Dagger
SENDCo: Mrs Carole Hope
SEND Governor : Nick George

Telephone: 01275 332354

Website: www.chewstokeacademy.org

e-mail: office@chewstokeacademy.org