

Special Educational Needs and Disability Policy



Chisenhale
Primary School
Confidence • Curiosity • Kindness

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Agreed FGB:

Chisenhale Primary School

OUR SCHOOL VISION

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be respectful citizens in a world of possibilities.



Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child. Article 3: The best interests of a child must be a top priority in all things that affect children. Article 28: Every child has the right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

CHISENHALE PRIMARY SCHOOL | 2024 SEN AND DISABILITY (SEND) POLICY

Chisenhale Primary School Policy for Special Educational Needs and Disability (SEND)

Rationale:

Chisenhale Primary School is committed to providing an appropriate and high quality education to all the children living in our local area (Article 28 of the United Nations Convention on the Rights of the Child – Right to an Education). We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life (Article 23 – Children with Disabilities).

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Chisenhale is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equity for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Chisenhale Primary School we aim to identify additional needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Chisenhale sees the inclusion of children identified as having special educational needs/ disability as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The Assistant Headteacher, Mairead McCarthy, takes the lead role in relation to inclusion.
The SEND Governor is: Neil Cunningham

1. Aims of this SEND Policy

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- To provide appropriately for the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer*

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to develop the provision required to meet the SEND needs of pupils at this school.
- For children with an EHCP, parents have the right to request that our school be named on their Plan. We are usually willing to try and meet the needs of such pupils and are happy to welcome them into our school.
- Occasionally we will oppose being named on an EHCP if we feel that this is inappropriate for the following reasons:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person here would be incompatible with the efficient education of others, or the efficient use of resources.

4) How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help.

5) What should you do if you think your child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils with SEN will have a Student Passport, advising on teaching strategies and detailing their needs and additional support they are receiving.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo,
 2. peer observations

3. ongoing assessment of progress made by pupils with SEND,
4. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
5. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
6. pupil and parent feedback on the quality and effectiveness of interventions provided,
7. attendance and behaviour records.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the class teacher and other staff who work with the child and members of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher/ phase leader with advice from the SENCo.

3. **Do:** A Student Passport will be developed by the class teacher, in consultation with the pupil and the parents, identifying difficulties the pupil may be experiencing along with strategies and interventions for supporting the pupil. Actions that the pupil and parents agree to take to support the attainment of desired outcomes will also be recorded. A date made for reviewing attainment.

4. **Review:** Progress towards agreed outcomes will be tracked and reviewed termly.

• If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. The Learning Support Service, which includes the Language and Communication Team, the Behaviour and Attendance Support Service, the Hearing Impairment and Visual Impairment specialist teachers.

2. Special schools outreach teams e.g. Phoenix (autism), Stephen Hawkins (complex needs)

3. Educational Psychologist Service

5. Occupational Therapy Service

6. Autism Spectrum Disorder Assessment Service (ASDAS)

7. Child Development Team

Community Paediatric Service

8. Speech and Language Therapy Service

12. Children's Social Care

13. School Nurse

14. Child & Adolescent Mental Health Service (CAMHS)

• In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

• For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the local authority to conduct an assessment of education,

health and care needs, where parents have given permission for this. This may result in an Education, Health and Care Plan (EHCP) being issued by the Local Authority.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

□ Attainment towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 020 8980 2584.

9) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.chisenhale.towerhamlets.gov.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A PSHCE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Trained staff provide individual support to pupils with specific social/ emotional difficulties.
- The school has access to support from the Schools' Counselling Service and the Tower Hamlets Wellbeing Service (THEWS)
- The school has gained Gold Healthy School status, which evidences the work undertaken within the school to support pupils' well-being and mental health.

- The school has clear behaviour, anti-bullying policy and equalities policies.

11) Pupils with medical needs

- Pupils with medical needs will be provided with Individual Health Care Plans, compiled in partnership with the school nurse/ GP and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2015 and identified in the school Medical Conditions Policy and Asthma and Allergies Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above. In addition, the school employs a full-time Learning Mentor, a speech and language therapist for 1 day per week, a counsellors and a counselling manager for 1 day each per week. In addition, three of our support staff have completed the training to be Emotional Literacy Support Teaching Assistants (ELSAs). The Senco has a Masters Degree in Special and Inclusive Education.

13) What training do the staff supporting children and young people with SEND undertake?

Every year we have 5 staff training days and weekly staff training meetings. At least some of this training time focuses on special educational needs to ensure that all staff

- understand the different special educational needs
- know how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- know how to support the emotional needs of children with special educational needs
- understands how important it is to work closely with parents

All staff (teaching and non-teaching) are required to attend training. In addition to the training provided within school staff are also sent on training courses with outside bodies. For example, staff regularly attend training on autism provided by the Phoenix Outreach Team.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school tries to make sure it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

An extension to our school was built in 2005, which included the installation of a lift in order to make the building more accessible for children with mobility issues. Most, though not all of the classrooms and other teaching spaces can be accessed using the lift. We can move our classes if we need to in order to accommodate a child who joins the school.

There is an accessible toilet with shower facilities in the Reception area and a further accessible toilet on the first floor. Both school halls and all the classrooms were fitted with acoustic panels to support the needs of pupils hearing difficulties.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services such as Occupational Therapy Service. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school?

Children who are due to join our Nursery and Reception classes are invited to come for a series of stay and play sessions in the summer term before they start. In these sessions parents are provided with ideas for things to do with their children over the summer to prepare them for starting in Chisenhale in September. Our parental engagement officer is present at the stay and play sessions so that links with parents can be established. We complete home visits for all children who are due to start in our Early Years in September. We have close links with local Children's Centres and Nursery Schools.

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. This includes a series of stay and play sessions for children who are due to join our Nursery and Reception classes.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Home visits are completed for all children due to start in our Early Years Foundation Stage. Parents are asked about any specific needs their children may have at these meetings.
- We have close links with local Children's Centres and Nursery Schools
- The SENCo is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- We complete referrals to the Independent Travel Training Service, following consultation with parents, for Y6 pupils who need this support.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and learning
2. Behavioural ,emotional and social
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

17) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken by the class teacher, Phase Leader and Senco and parents will be informed of the support their child is receiving.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

The school has a full time Parental Engagement Officer. There is an active Parent/ Teacher Association and parents are represented on the Governing Body.

We hold Parent Voice meetings each year, where parents are encouraged to give their views on what is working well in the school and suggestions for how we could become an even better school.

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Acting SENCo (Dolvernet Barzey)
- The Acting Headteacher (Mairead McCarthy)
- The Chair of Governors (Neil Cunningham)
- SEN Governor (Neil Cunningham)

All of the above can be contacted via the school office: 020 8980 2584

20) Support services for parents of pupils with SEN include:

- Tower Hamlets SEND Information, Advice and Support Service (SEND IASS) offer independent advice and support to parents and carers of all children and young people with SEND. Contact details are:

SEND IASS

Parents Advice Centre

30 Greatorex Street

E1 5NP

Tel: 020 7364 6489

Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

- The PAC will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.

For further information, including model letters to use if you are not happy with a decision about SEND provision for your child, look at the SENDIASS website:

<https://www.towerhamletsandcitysendiass.com/>

21) Information on where the Local Authority's Local Offer can be found.

Information on the Local Authority's Local Offer, i.e. list of services available locally to support pupils

<https://www.localoffertowerhamlets.co.uk/>

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on the school website or from the school office.

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