



# Special Educational Needs and Disability (SEND) Policy

Date Completed: September 2014  
Reviewed and revised: September 2017  
Completed by: Cheryl Siddall  
Review Date: September 2018

## Special Educational Needs and Disability (SEND) Policy

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

All of our school policies are interlinked and should be read in conjunction with all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies and as such has the same ethos of providing the pupils with opportunities to explore their own culture and have a clear understanding and appreciation of a wide range of cultural influences that have shaped modern Britain.

### Rationale

Chester Blue Coat CE Primary is an inclusive school.

This policy is in accordance with the legal framework for Special Educational Needs and Disabilities, and has regard for the provisions of the 2014 Code of Practice, which states that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has 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 in mainstream schools."

Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv

### Principles

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Chester Blue Coat C.E. Primary school follows the guidance given by the Cheshire West and Chester Local Authority Graduated Response, to meet the needs of the children in our care.

## Admission arrangements

Admission arrangements are the same for all children, regardless of their special educational needs.

Children transferring from another school, previously identified as having SEND are referred to the Special Educational Needs Coordinator (SENCo), who liaises with all personnel involved, including those from the previous school. Records are collected, scrutinised, the child's name recorded on the schools SEN Register and a plan is devised to meet the needs of the child.

## Identification and Assessment

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

At Chester Blue Coat we have children in all these categories of SEND for example ~

### Communication and Interaction

- ✓ autistic spectrum, stammering, auditory processing together with speech and language disorders

### Cognition and Learning

- ✓ dyslexia, and dyscalculia; moderate learning difficulties, global developmental delay.

### Social, Emotional and Mental Health

- ✓ ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

### Physical and Sensory

- ✓ Hearing impaired, Visually impaired, Dyspraxia, Epilepsy, bowel disorders and diabetes

Children are identified as having one of the above reasons for additional provision to be made for them in order that they achieve in school.

Once this identification had been made they are noted on an SEND register and described as needing school support (SS).

All children are closely monitored, and their progress tracked each term.

Those at SS are additionally tracked by the SENCo.

In addition to school staff, a parent may ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The schools SENCo is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

### Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the class teacher or SENCo will share with the parents, assessments that have been completed, agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

The SENCo maintains all relevant paperwork and acts as a resource for staff regarding SEND. The SENCo can draw on further expert knowledge from a wide range of outside agencies such as: Educational Psychologist, SEN Advisory Teacher, Early Years SEN Advisory Teacher, Speech and Language Therapists, CAMHs, Community Paediatricians, School Health Advisor, Continence Service, Audiologists, Specialist Nurses, Occupational Therapists, Physiotherapists, Cheshire Autism Team, Teachers from local Special Schools and Independent Advisory Service.

### Severe or complex SEND

If children fail to make progress, in spite of high quality, targeted support at SS, we may apply for the child to be assessed for an EHCP (Education, Health and Care Plan). Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the Local Authority recognise that a child requires additional support but does not meet the criteria for an EHC Plan, then they will offer the school 'Top-Up' funding, for the school to use to support the child.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the

meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are taught by their teacher, supported by a Teaching Assistant (TA). When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. The intervention can be reviewed at any time when the child and adults involved with the child deem it appropriate. The decision is then taken as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo closely monitors interventions to identify 'what works'.

### Adaptations to the curriculum teaching and Learning Environment

Chester Blue Coat C.E. Primary is disability friendly.

The school is on two levels, corridors are wide and we have an easy access toilet on both levels. As the building is recently built it is designed with disabilities in mind we have not needed any additional adaptations to the building for our or visiting children with physical disabilities.

Other temporary adaptations to the physical environment have been made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

### Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

The majority of our Early Years TAs have ELKLAN training which helps them to support children with communication difficulties. Other TAs and HLTAs (Higher Level

Teaching Assistants) have expertise and training on other areas or specific interventions.

The SENCo is an experienced SENCO and has the additional qualification of the National Award for Special Educational Needs. She offers training and advice and shares resources with all staff.

### Behaviour

Unsocial behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher formally discuss the child's behaviours with Assistant Head Teacher who is responsible for behaviour standards throughout the school.

Together they will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a TAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### Transition Arrangements

#### Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

#### Transition to Secondary School

Transition reviews for Year 6 pupils are held, in the Summer Term of Year 5 and the Spring term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Sue Richardson. She meets with the SENCO at least termly to discuss actions taken by the school.

### Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. In the event of a complaint in respect of provision for a child with SEN, parents should first approach the Class Teacher SENCo or Head Teacher, who will investigate and meet again with the parent within an agreed time frame. If the agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time frame.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### Criteria for success

The success of the system can be measured in terms of the following criteria

- ✓ Effectiveness in identifying and meeting the needs of the children.
- ✓ Accurate records of identified pupils
- ✓ Profiles are written, for those children in receipt of additional funding, which are clear, concise and have realistic yet challenging targets that enable the child to make the maximum amount of progress
- ✓ The children receiving support do not perceive themselves as different and have their self esteem maintained or raised
- ✓ Parents, the school and the support agencies all work together to meet the needs of the children
- ✓ All children make progress