



Chesterton Primary School SEN POLICY

Rationale

Our school is committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aims

What is SEN?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has: a significantly greater difficulty in learning than the majority of others of the same age; has a disability that prevents or hinders him or her from making use of facilities that are provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide. Children do not necessarily have SEN who:

- have English as an additional language
- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance.

Identifying SEN

We recognise the importance of identifying pupils who might have SEN as soon as possible. We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be provided
- immediately consult with parents about their view of their child's progress to ensure that all our pupils reach their potential.

- make half-termly teacher assessments that are discussed as part of our pupil progress meetings - these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.
'Less than expected progress' includes where progress is significantly slower than that of other children starting from the same point and it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our Graduated Approach

As soon as we have concerns about a child's progress, we begin to apply our graduated approach. This includes:

First response teaching

At this stage we focus on high-quality teaching targeted at the pupil's area of weakness. Discussion in our pupil progress meetings will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular professional development in SEN to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved, then a specific referral is made to the SENDCo / Inclusion lead.

There will be a meeting between the SENDCo / Inclusion lead and class teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by an experienced teacher or teaching assistant
- an intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on an IEP.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress. Additional advice might be requested from an external person such as the school nurse.

Where a pupil's behaviour is giving us concern, we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as: difficulties with communication, mental health issues, housing, family or other domestic circumstances or any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEN we record this in the school records to ensure that the parent is informed and make arrangements for SEN support.

SEN support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess pupils' needs, in particular the difference between their attainment and that of their peers, using:

- teacher assessment and observations (ABC sheets in the case of behaviour concerns)
- data analysis comparing the pupil with peers and nationally the views of parents the views of the pupil
- advice from external support where this is relevant.

Plan

Following the assessment, it is agreed between the teacher, SENDCo, pupil and parent:

- the interventions and support to be put into place within an agreed time frame the teaching strategies to be used
- what the expected impact is and what the anticipated outcomes are
- when the plan will be reviewed.

We call this the school-based plan. It builds upon the IEP started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

External support is involved where necessary.

Do

The class or subject teacher takes the lead on implementing the plan with the assistance of additional staff who deliver small- group and one-to-one support as needed.

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly. However, on occasions more regular meetings are built in, for example at the beginning of trialing a new strategy.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist Services

Specialist services that we involve in supporting our children with SEN include: Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS) Speech and Language Therapist, Autistic Spectrum Education Team, Behaviour support and SENIS

The SENDCo is responsible for liaising with specialist services and identifying at the beginning of each financial year the budget allocation for those services the school contributes towards. The SENDCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, Health and Care Needs Assessment

If the pupil continues to make less than expected progress then the SENDCo will discuss the possibility of requesting an EHC needs assessment from the local authority.

Supporting Pupils and Families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and pupil involvement throughout the SEN process.

The school supports its families through:

- early involvement through the teacher if concerns emerge involvement in the assess, plan, do and review cycle
- parent consultation meetings
- use of link books to maintain lines of communication
- discussion with parents about targets and 'next steps' on a termly basis.

The school has its own admission authority, which acts in accordance with the admission arrangements stated in the admissions policy. We acknowledge that if we are named in a child's statement or Education Health Care Plan we have a responsibility to admit the child and ensure the provision outlined is met. Our admission arrangements can be found on the school's website.

Managing medical conditions

Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this. We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own healthcare plan which is drawn up with the specialists or the school nurse and the involvement of parents.

Transfer

At the end of each academic year, teachers will pass on any SEN or medical information to the new class before the new academic year begins.

For pupils transferring to another setting, the SENDCo is responsible for making sure that all records regarding SEN are transferred as soon as possible. Where possible the SENDCo should also meet the SENDCo at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far. The teacher, in conjunction with the Key Stage leader, has the general duty of ensuring that other staff members with relevant information have the opportunity to feed their comments through to the new setting.

If a child transfers into the school during the academic year the school will endeavour to obtain the child's records from their previous school as soon as possible.

SATS Access Arrangements

The school will apply, wherever possible, for exam concessions for pupils with SEN. In addition, support is provided to pupils with SEN in preparing for exams.

The Curriculum

All pupils have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs.

Tracking Progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- careful half termly tracking discussion during progress meetings of individual pupil performance
- senior leadership team meetings when provision mapping takes place.

Pupil progress is monitored through the use of formative and summative assessments. All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them. During the tracking of pupil progress, we check that pupils

- are making the level of progress expected
- are being set challenging targets
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

In order to do this the SENDCo

- keeps accurate records of the levels pupils are attaining
- is involved in discussions with teachers
- maps the provision and support available for pupils within targeted support and SEN
- support categories tracks the progress of individual pupils over the year.

Working with External Agencies

The SENDCo is responsible for liaising with external agencies and support services in respect of children with SEN. This includes:

- half-termly meetings with Key staff
- the chairing of annual review meetings
- attending Early Help meetings to provide information on learning and behaviour where necessary.

The Designated safeguarding lead attends Child in Need and Child Protection meetings and feedback to the individuals concerned.

Monitoring and Evaluation of SEN

The effectiveness of our SEN provision is monitored and evaluated by:

- analysis of individual tracking information
- analysis of trends of pupil groups against national and local authority averages

- before and after surveys and assessment following the use of an intervention programme observations of teaching and support
- pupil and parent surveys
- staff evaluations
- feedback from director discussions with the SENDCo

We review our SEN policy annually.

Training and Resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs.

An annual training audit is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support children with SEN are mostly kept in classrooms. However, the SENDCo does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEN budget. The SEN budget includes money for teaching assistants and purchasing additional services. Careful assessment of pupil progress helps measure value for money against different activities and interventions. Directors, the SENDCo and senior leadership team are involved in the process of determining how the SEN budget is allocated.

Main contacts:

Ms Helen Jones SENDCo 01782 568650

Mrs Stella Formosa – Headteacher 01782 568650

Email: office@chestertonprimary.org.uk

Mr Roy Dutton SEND Governor – via School Office (as above)

Accessibility

We have wheelchair access for the school however access from one part of the school to the another may have to involve going outside the building. We also have a disabled toilet. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits coordinator meet with the SENDCo to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

Complaints

If there is a complaint about SEN provision:

1. Discuss any concerns with the class teacher
2. Discuss any concerns with the SENDCo (meeting to be arranged by the school office).

3. Ask for a meeting with the headteacher and SENDCo (meeting to be arranged by the school office).
4. Follow the school's complaints procedure

Approved:

R. Dutton (Chair), *S. Formosa* (Head)

October 2019