

To enable every child and adult within Chapmanslade School to be the very best version of themselves by attending regularly, participating fully, applying themselves consistently, communicating respectfully and succeeding joyfully.

Chapmanslade CE VA Primary School
Special Educational Needs and Disabilities (SEND) Policy

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Our School's Aims, Ethos and Vision

Our core values are Participation, Determination and Success. They apply not just to pupils but to staff and governors too. These values shape our school learning culture while complementing the key Christian values of Community (Participation), Hope (Determination) and Wisdom (Success in becoming the very best version of ourselves).

Aims

The head teacher, staff, governors and parents of Chapmanslade School will strive collectively in all they do to ensure that our pupils: attend regularly; participate fully; apply themselves consistently; communicate respectfully; and succeed joyfully in all areas of school life.

In this way, pupils will be enabled to flourish academically, spiritually, morally and socially.

Ethos

Recognising its historic foundation, Chapmanslade School will honour and protect its religious character in accordance with the principles of the Church of England, working in partnership with Chapmanslade and Corsley Churches and the Salisbury Diocese. Chapmanslade School serves its community by providing an education of the highest quality within the context of Christian belief and practice, encouraging an understanding of the meaning and significance of faith, and promoting Christian values through the experience it offers to all its pupils.

Our Christian Vision

To celebrate the precious gift of life by enabling every child and adult within Chapmanslade School to be the very best version of themselves.

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Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with Special Educational Needs and/or disabilities such as in a Provision Map and, where necessary, in an individualised support plan.
- To fully involve children and parents/carers in the identification and review of the SEN Provision for their children.

Identification, assessment and review procedures

We follow the guidance contained in the Special Educational Needs and disability Code of Practice (January 2015). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational needs, but recognises that learners' needs and requirements fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the learners in our school. However, where through careful identification and assessment, together with the parents, it is determined that a child is not making satisfactory progress, the class teacher will consult the SENCO for further advice.

The class teacher and SENCO will review the strategies and approaches that are currently being used in class and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will put in place Special Educational Provision. Parents will be fully involved in this process. We will ensure that parental consent is sought before any outside agencies are involved.

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Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to revise the plan and involved outside agencies for further help and support. This is outlined in the 'Graduated Approach' in the January 2015 Code of Practice.

If there is a continued lack of progress despite the above and the application of ideas and advice from external sources, the school will discuss with the parents the possibility of approaching the Local Authority* to request a statutory assessment towards an Education, Health and Care Plan (EHCP). This may or may not result in the LA issuing a Statutory EHCP. Where a child has a Statutory EHCP of special educational need we will carry out an annual review which parents, child, outside agencies, SENCO, and the class teacher will be invited to attend.

*Although located in Wiltshire, some of the children attending Chapmanslade Primary School live in the neighbouring county (Somerset). Any application for a statutory assessment is made to the Local Authority where the child lives.

The Graduated Approach and Levels of SEND Support

This SEND support will take the form of a four-part cycle, known as the graduated approach as detailed in the SEN Code of Practice (2015). These four parts are: **Assess, Plan, Do and Review**, as shown in the illustration below. Parents are kept up to date about their child's progress and involved in any decisions about further support they may need.



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Support Quality first teaching including highly effective differentiation

The needs of the majority of children will be met in the classroom. In all classes teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. This may include planning for small group support within the classroom. If a child is below age related expectations when whole school progress is reviewed they are highlighted for continued monitoring.

Monitor

A child whose progress is below age related expectations but will make progress within the support offered in class is carefully monitored by the class teacher.

If a child still makes no or very little progress then the child is further assessed and, if appropriate, is added to the SEND Support list. Consideration is given to if any outside agencies are required at this point.

SEND Support

A child whose progress is significantly below age related expectations or who needs a higher amount of support either 1:1 or small group, is placed on SEND Support. For some children a My Support Plan or school based Individual Plan will be written that has the child and their needs at the centre. If required outside agencies are consulted to provide additional support. This focusses on outcomes and provision that is needed to support the child.

Where a child makes sustained or accelerated progress and no longer requires specialist provision, they would be removed from the SEND support list. In this instance they would continue to be monitored closely by the class teacher.

Education and Health Care Plan (EHCP)

A child who requires specific support in class that is above and beyond what the school usually provides, and where progress and

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needs have not been met through a My Support Plan, the school can ask the Local Authority to carry out a Statutory Assessment. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service who works with the school and parents throughout the assessment process.

Supporting Pupils and Families

Parents are seen as important and integral partners in the effective working relationship with our school in raising their child's attainment. Where possible, parents are fully involved in the identification, assessment and decision-making process in our school. Parents' and learners contribution to their education is valued highly by our staff. For learners with SEND this includes discussing the strategies for success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

The school is also able to direct and refer families to a wide range of external support according to need. Parents/carers are also encouraged to visit the Wiltshire County Council Local Offer website <http://www.wiltshire.gov.uk/local-offer> . This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Links with other settings are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from local Secondary Schools visits us each year.

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The school has a Parent Support Advisor who is available for support and advice around a range of parenting topics. The school may suggest such support to parents, or parents may request it from the school.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan/Statutory EHCP.

Monitoring and Evaluation of SEN

The quality of provision that we offer pupils is monitored and evaluated as a direct link to pupil progress and attainment. Where the child's attainment or progress is not at least good relative to their starting point, then the provision would be deemed to be ineffective and result in different provision being put in place. This information is taken directly from the pupil progress data collected at three points in the year and other practices outlined in section 4, and feeds back in to future decisions regarding provision and support.

Other monitoring and evaluation practices occur within whole school systems, such as the gathering of pupil and parent views, as well as staff. These are fed back to the governing body as a whole.

Training and Resources for SEN

SEN is given a notional amount per child from the Local Authority and is delivered via the whole school budget which is allocated by the Head teacher. This is used to fund provision, buy any necessary specialist equipment and to provide training for staff. The school is also able to access training via the Local Authority which can be run in school or in a central location and covers a range of topics. The school SENCo is also available to discuss and give advice around SEN issues, seeking external support where necessary.

The school liaises closely with the LA and will routinely involve a range of services to provide advice for pupils who need additional support.

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Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher, SENCo and designated Safeguarding Lead all members of staff have a role to play.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (January 2015) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SENCo
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

SENCO’s role

The SENCO is responsible for co-ordinating the provision of special educational needs and/or disabilities throughout the school. This will involve:

- Providing advice to staff, supporting, liaising with them and where necessary the completion of individual support plans and Provision Maps.
- Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs and/or disabilities;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs and/or disabilities;

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- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

Storing and Managing Information

All paper copies of personal information are kept in locked storage where only a small number of people have access. All Staff have access to online school network facilities and so no documents are kept on laptops.

Reviewing the policy

This policy will be checked annually by the SENCo, and is due to be reviewed every 3 years. All governors, the headteacher and SENCo will review policy at date shown at the end of this policy.

Accessibility

The Equality Act 2010 placed a duty on schools to publish an Accessibility Plan, which aims to increase over time the accessibility of school for disabled pupils and to implement their plans. For the school's current plan, please see the website.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority.

Links with other documents

This policy is linked with the following policies / documents that are available on the school website:

- **Equality Statement**
- **SEN Information Report**
- **Behaviour Policy**
- **Accessibility Plan**

Policy Reviewed October 2020

Next Review October 2023

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