

Chalton Lower School

Special Needs Policy

Document Control		
Edition	Issued	Changes from previous
1	Jan 2021	Website details included for Local Offer, Parent Partnership Definition of SEN and Disability included

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
	Mrs Claire Mckee
Accessibility Plan	
SEND Code of Practice	
Local Offer	
Children and family's act 2014,	
Education act 1996, Special Education needs and disability code of practice 2014,	
School Accessibility plan,	

Adopted 3rd February 2021

Chair of Governors.....Mr Jon Chapman
Review February 2022

Rationale

The Special Needs Policy takes careful account of the Education Act 1996, Special Educational Needs and Disabilities Code of Practice: 0 – 25 years [2014]; the Equality Act 2010, Children’s and Families Act 2014; the Policy for the LA [Central Bedfordshire], The Local Offer the IDP and the aims of the school as outlined in school documentation.

The school’s mission statement is ‘**Working together to be the best we can**’.

Intent

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all the pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving social and economic wellbeing.

These well-being outcomes are embraced in every aspect of school life as the school offers: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; early intervention; flexible timetables; pupil participation in decision making; parents as partners in education; other schools, the local community and integration of all agencies involved with the pupil.

With regards to these beliefs the following document outlines the provision the school endeavours to achieve.

The Management of SEN

The SENCO is Miss E Noble [Head teacher] and she has responsibility for both the management and day-to-day operation of the SEN policy. The SENCO will:

- Liaise with and advise fellow teachers and support staff
- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Liaise with external agencies including Central Bedfordshire’s Behaviour Support Team and voluntary bodies
- Contribute to the in-service training of staff

Admission Arrangements [see Admissions Policy]

The school adheres to the admission policy of the LA [Central Bedfordshire] and therefore has no special provision under admission arrangement for limiting or promoting access for pupils with SEN who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of SEN.

Access for the Disabled [See Accessibility Plan]

The school has provided some access for disabled pupils through ramps to all classrooms.

The school has a disabled toilet with handrails installed and emergency cord.

The needs of the pupil will be taken into account when considering the timetabling arrangements in order to ensure full access to the curriculum is provided.

The new building constructed in 2018 has ramps on the entrance for wheelchair access and a disabled toilet.

Special Educational Needs Budget Allocation and Analysis in Relation to the Delivery of SEN Support

With regard to the annual allocated budget as set out in the LA documentation and in line with the aims and beliefs of this policy document, the following outlines the basis on which the school plans the delivery of SEN support.

Definition of SEN and of Disability

What are special educational needs?

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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health 8
4. Sensory/physical

- A pupil asks for help
- There is a significant change in the pupil's behaviour

Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Implementation

Identification, Assess, Plan, Do, Review

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Identification at each stage will be in accordance with regard to the information as outlined in the Code of Practice. The triggers for intervention could be the teachers' or other concerns that progress is not being made despite differentiated learning opportunities.

Stage 1; the teacher gathers information for areas of weakness

- literacy, numeracy
- The child may have persistent emotional or behavioural difficulties which are not being addressed through the behaviour management strategies employed by the school.
- The child may have sensory or physical problems
- The child may have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- The teacher informs the parents and writes an Education Plan. The SENCO coordinates the provision in school. This may result in a dedicated session with a TA to further support progress towards the pupil's Education Plan targets. The Education Plan is reviewed termly.

Stage 2; If the pupil continues to make little or no progress in specific areas over a long period and remains substantially below that expected of children of a similar age, the teacher and the SENCO can be supported by outside agency involvement. This can involve an observation or assessment.

Stage 3, Education Health Care Plan; Should there be no significant improvement as detailed in 9.14 and 9.15 of the Code of Practice 2014, it may be appropriate to ask for an assessment of Education, Health and Care Needs [EHC] so that special educational provision can be made.

Process for Assess, Plan, Do, Review

- Formulating termly Education Plan
- Involving both parents and pupil in formulating the plan
- Undertake the agreed plan
- Reviewing Education Plans termly
- Termly liaison with teachers and support staff
- Termly liaison with parents
- Liaison with outside agencies as appropriate
- Annual Review of EHC
- Evaluation of action plan

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to;

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

To accommodate pupils who are designated to having special educational needs the school provides

- Teaching assistants
- Additional literacy support
- Additional numeracy support
- Additional reading support
- 1-1 targeted support

Impact

SEN Records

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. Any appropriate information regarding individuals will be available in school for scrutiny at any time.

Monitoring of Provision

The SENCO will monitor the performance of children with SEN through the review of the Education Plans, lesson observations, pupil voice, regular meetings with staff, both teaching and support to discuss children, the SEN Action Plan and as part of the school assessment process. The SENCO provides feedback summaries to staff and governors. The SEN link governor will meet with the SENCO at least once a year to review the provision.

Role of the SENCO

The SENCO will analyse and use whole school data to track SEN provision and progress.

The SENCO will identify the needs of staff in relation to training and continuous professional development.

The Role of Governors

There is a named Governor for SEN. This is Mrs Claire McKee. The SENCO and Governor have responsibility to produce an annual report to the Governing Body, which will state the number of students in school and the school's effectiveness in the implementation of the SEN policy.

- Every child who has been identified as having SEN is registered as such
- Every child with SEN is able to participate fully in the activities of the school and has access to the full curriculum
- Adequate records are maintained with regard to each child's SEN
- Parents are kept fully informed and their involvement is sought
- The views of the pupils are sought and they are able to put forward their 'voice' through the School Council
- All members of staff are aware of those children who have SEN, and have more detailed knowledge of the needs of the children they teach.
- The SENCO, teaching and support staff should meet at least termly to discuss individual children
- Adequate provision of resources is made within the whole school's budget.

- SEN in-service training for staff [including learning support assistant] forms part of the school's INSET programme.

The Governing Body will review this policy annually and consider amendments in light of new recommendations and laws.

Parent Partnership

Parents are viewed as valuable partners in their child's education and are kept fully informed about this. We take into account the wishes, feelings and knowledge of the parents at all stages. The process for contact with parents in respect of pupils who have SEN will be:

- Initial record of SEN
- Changes between Stage One and Stage Two
- Change of provision
- Education plans of EHC [Education, Health and Care]
- Reviews
- Application for assessment of Education, Health and Care [EHC]

Parents can access independent support from the Parent Partnership Service.

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/141/central_bedfordshire_special_educational_needs_and_disability_information_advice_and_support_service

They can be contacted on **0300 300 8088** or parent.partnership@centralbedfordshire.gov.uk They help direct parents to groups and individuals who can provide additional support.

Local Offer

The Local Authority publishes their Local Offer on the Central Bedfordshire Website. Support at all levels can be found here.

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Queries and Complaints

Parents are partners with the school and are welcome to query decisions.

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling please contact the following:

The class teacher

The SENCo / The Headteacher - Miss Noble 01525 872354 or chalton@chaltonlower.co.uk

For complaints please contact the School Governor with responsibility for SEND. Appointments can be made with any of these people through the school office Tel: 01525 872354 or chalton@chaltonlower.co.uk

If there is cause for complaint parents should refer to the Complaints Policy which can be obtained from the school. If on pursuing complaints the parents are not wholly satisfied with the response of the school,

they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the school's and LA's decision they have the right of appeal to the authorities SEN tribunal.

External Agencies, Facilities and Support Services

- Speech and Language
- Behaviour Support
- LAC service [Looked After Children]
- Sensory Impairment Service
- CAMHS [Children and Adolescent mental Health Services]
- Edwin Lobo Centre [Child Development Centre]
- Early Years Support Service
- Bedford Community Health Services [Nurses]
- Jigsaw Centre [Behavioural Support Centre]

Links With Other Schools

- The Harlington Cluster Schools
- The Jigsaw [Behavioural support]
- SEND support group from HAST Cluster schools

Transition to other schools

The school will ensure that transition arrangements between year groups, key stages and schools for children with SEN is completed so that receiving teachers are aware of needs.

Supporting documentation/Policies

Special Educational Needs and Disabilities Regulations Code of Practice – 0 – 25 Years [2014]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Working Together to Safeguard Children 2018
Supporting Pupils at School with Medical Conditions 2014
Equality Act 2010
Safeguarding Policy
Accessibility Plan
Anti-Bullying Policy
Medical Needs Policy