

# Chapmanslade

## Church of England Voluntary Aided Primary School

### Special Educational Needs and Disabilities (SEND) Policy

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#### 1) Our School’s Aims, Ethos and Vision

Chapmanslade School is a truly unique village school. Pupils consistently demonstrate and show a passion for being good neighbours. Our Christian vision from Luke 10:25-37, The Parable of the Good Samaritan. Pupils aim to show love to their neighbour in all they do through demonstrating our core values: compassion, service, courage and trust.

Our school is an inclusive place where every member of our school community shows **compassion** and **service**, looking out for each other. We recognise all of our pupils as individuals, celebrating their strengths and differences. We aim to give **courage** to our pupils to achieve their full potential, experience personal successes and thrive in all that they do. We focus on relationships and building **trust**; modelling this to our wonderful young learners. We believe that these are the core values shown by the good Samaritan in the parable and in the hymn, ‘When I Needed a Neighbour, Were You There?’.

Our curriculum is designed to encourage pupils to achieve their full potential, experience personal successes and thrive in all that they do.

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.

## 2) Introduction

### Definition of SEN and Disability

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. Chapmanslade School regards pupils as having a Special Educational Need if they: a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or; b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3) The Policy

### 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 (SEMH);
- Sensory and/or Physical needs.

We will strive to make reasonable adjustments so that every child's needs are met 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 support 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.

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

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 (right). Parents are kept up to date about their child's progress and involved in any decisions about further support they may need.



#### **Ordinarily Available Provision (OPAL)**

The needs of the majority of children will be met in the classroom through High Quality Teaching. 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 (ARE) 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 school's SEND Register. 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 in a small group), is placed on SEND Support. For some children a *Support 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 focuses 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 school's SEND Register. In this instance, they would continue to be monitored closely by the class teacher.

### **Education and Health Care Plan (EHCP)**

If a child who requires specific support in class that is above and beyond what the school usually provides, and where progress and needs have not been met through a *Support Plan*, the school can ask the Local Authority to carry out a Statutory Assessment. A child at this level will be allocated to a worker from the relevant Local Authority's (based on where the pupil lives) SEND Service who works with the school and parents throughout the assessment process.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point the pupil will be removed from the school's SEND register. They will stay on the monitoring list to ensure they are monitored longer term.

### 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 learner's 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 and often, an enhanced transition takes place for pupils with additional needs.

### ***Children in Care***

When a child is in the care of the Local Authority, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff (Robert Cottrell) and a governor for Looked after Children (Sally Evans).

### ***Pupil Voice***

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and on their Support Profiles. We ask all pupils to contribute to the setting of their own outcomes.

### **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.

### ***Children in Hospital***

The SENCO will be responsible for ensuring that pupils with health needs have proper access to education and will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement. \* E.g. medical agencies, Hospital School.

### **Monitoring and Evaluation of SEN**

High Quality Teaching is that which is scaffolded with reasonable adjustments to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

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. It then 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 headteacher. 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(s) and will routinely involve a range of services to provide advice for pupils who need additional support. A list of these can be found on the SEN Information Report.

### 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, Headteacher, 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.

### ***The SEND Governor***

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### ***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;
- In conjunction with the class teacher, liaise with parents/carers of children with special educational needs.

### ***All Teaching and Non-Teaching Staff:***

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs;
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils;
- This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered;
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning;
- This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment;
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do and review).

### **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.

### SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### 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 follow the process in our complaints procedure document.

### **Policy Links**

This policy should be read in conjunction with the school's:

- Equality Statement;
- SEN Information Report;
- Behaviour Policy;
- Accessibility Plan.

### **Review**

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

Last Reviewed: September 2024

Next Review: September 2025