



Chaucer Primary School

A place for all

Transforming lives

Achieving potential

Policy for Special Educational Needs and Disability September 2022

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2015) 3.65 and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (September 2015)*
- *Schools SEN Information Report Regulations (2014)*

This policy has been created by the school's SENCO, Catherine Lea, and is to be used with governors, staff and parents & carers of pupils with special educational needs and disability

Section 1: Our Mission Statement

- Our aim is to provide an inclusive and welcoming environment for teaching and learning, a sanctuary where every child feels safe, happy and that they belong.
- We endeavour to create a school in which all children are given the best opportunity to develop and succeed, where they will be given the skills to become respectful, caring, contributing citizens.
- We commit ourselves to develop outstanding working relationships with the whole school family, parents, carers and the wider community. We also commit ourselves as a school to immersing our pupils in a culture of respect for themselves and others and positive behaviour.
- We will, as a school family, have high expectations that every child will be supported, nurtured and challenged to achieve their full potential. A positive “can do” ethic underpins all aspects of our school life.

Section 2: Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Section 3: Identifying SEND

According to the SEND Code of Practice (2015) a child or young person has **SEN** if they have a learning difficulty which 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 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 or mainstream-post 16 institutions.

The Equality Act (2010) defines **disability** as

- *a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

According to the SEND Code of Practice (2015), there are four broad categories of need. Some children may have needs in more than one category. The purpose of these categorise is not to fit a child into a box, but instead to help us understand what course of action to take to support them.

Communication and Interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communicating. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination; which can impact on how they relate to others.

Cognition and Learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) , severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or

sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptom that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and Physical Needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairments (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI must have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What is not a Special Educational Need

We recognise that all children at some time may need additional support in school, this does not necessarily mean they have a special educational need. For example:

- A Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Poor Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Bereavement
- Being a refugee or asylum seeker

Section 4: A Graduated Approach to SEN Support

All pupils at Chaucer Primary School receive Quality First Teaching as our universal offer for all pupils. We are committed to early identification in order to meet the needs of children with SEN, so if a child does not make adequate progress, or their progress stalls we will endeavour to find out why and implement the support that they need to make progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class, and so the identification of children who are not making adequate progress.

According to the SEN Code of Practice children will only be placed on the SEN register if they do not make adequate progress once they have had intervention, adjustments and good quality personalised teaching. (Pg. 88 Section 6.37)

Class teachers and the school SENCO will seek to work with parents to identify children who need SEN support. Needs of the following nature may be identified for SEN support:

- A delay in a child's development. For example, this may relate to their speech, self help skills, social skills, emotional development, toileting, motor skills or something else
- There may be a growing gap in attainment between a child and their peers
- There may be slower progress between a child and their peers who start from the same baseline
- A child may regress in terms of their development or academic progress. This may be triggered by a life event, or healthcare need. Depending on the individual child, and in consultation with parents and carers, special educational provision may be required to support them.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Class teachers will maintain the personalised support plans and keep them updated.

1. Once a teacher identifies that a child is significantly behind their peers, not making the expected progress, or are struggling to engage with school life they will submit an 'initial concern' form to the SENCO. The SENCO will first ensure quality first teaching is effectively used to differentiate the curriculum, outcomes, delivery and support for the child with a multi-sensory approach. The child's class teacher will inform parents of their concerns and gain a wider understanding of the child in order to better meet their needs via quality first teaching.
2. When reviewed, if the quality first teaching is not meeting the needs of the child, the teacher will create a Support Plan for the child. This plan will detail what 'Wave 2' strategies will be used to support the child. An ASSESS, PLAN, DO, REVIEW cycle will be completed. Parents will have an opportunity to contribute to this plan and the final plan will be shared with parents.
3. Support plans will be reviewed **at least** once every term (3 times per year) with input from the teacher, parent, child. Depending on a child's age and level of need we may review their Support Plan more frequently. Upon reviewing if the Support Plan has met the child's needs and there are no longer concerns about their access to school life they will return to having their needs met via Quality First Teaching. If however the child requires continued Wave 2 support in order for them to make progress, or if the Wave 2 support has not been effective we will add them to the SEN Register. Depending on the child's needs we may:
 - Increase the frequency of the support strategies or interventions
 - Increase the intensity of the strategies or interventions
 - Change, or widen the scope of the strategies or interventions to assess if additional or alternative interventions are more effective.
 - With parental consent we may seek external advice from a Specialist Teacher for a more detailed assessment of the child's needs and strategies to meet their needs
 - With parental consent we may refer to health and mental health professionals such as Paediatricians, CAMHS, Speech and Language Therapy, Counselling etc

Before we approach any outside agency or professional for support, we will always ensure we have robust evidence to share with them about the whole child, and why their support is required.

Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. Any reports, letters, assessments or advice produced by external professionals will be shared with parents.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- School
- An educational psychologist
- Health
- Social care

- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- At least two cycles of Support Plans (SP)
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework and TAF meeting documentation (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child
- What is important to the child now
- What is important to the child in the future
- How best to support the child
- Questions to answer/ issues we are struggling with
- Action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Section 5: Criteria for exiting the SEND register

The SEND register is fluid in our school. If a child has closed the gap and wave 2 SEN support is no longer needed, they will be removed from the SEN register. This does not mean children will not be monitored and supported in other ways. This may mean that we continue to make adjustments for a child using Quality First Teaching strategies.

This would be determined at the review stage of the Graduated Approach.

Section 6: Supporting pupils and families

Local Offer

- Lancashire's Local Authority Offer is a useful database for children with Special Educational Needs and disabilities and their families. It can be found at www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx

- Lancashire Local Authority also keep their Local Offer Facebook page up to date with SEND friendly events, parent information, advice and groups. This can be found at: <https://www.facebook.com/LancashireLocalOffer/>
- Lancashire SEND Information, Advice and Support Service (SEND IAS) is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. This can be found at: <https://lancssendias.org.uk/about-us/>
- Our school SEND Information Report can be found on our school website or a paper copy can be requested at the school office. <https://www.chaucer.lancs.sch.uk/send-information-report/>

Admissions

Pupils with SEND are admitted to Chaucer Primary School in line with the school's Admissions Policy <https://www.chaucer.lancs.sch.uk/admission-arrangements/>. The school is aware of the statutory requirements of the Children's and Families Act (2014) and the Equality Act 2010, and will meet those requirements. The school uses its induction process to work closely with parents and carers and to identify children with Special Educational Needs requiring additional provision. When a child joins our school from another nursery or school we will seek to obtain information about any Special Educational Needs that they may have including previous assessments, support plans etc. If a child has received SEN Support at another school we will add them to our SEN register and follow the Graduated Approach as described above in order to identify and meet their needs, as well as determining if they should remain on our SEN register. The SENCo will share information with class teachers and support staff in relations to a child's special educational needs in order to ensure a smooth transition.

Parents and Carers

We at Chaucer Primary School value and recognise the important lead role that parents provide for their children. The involvement of parents and carers is crucial. Class teachers and the SENCO will liaise with them through:

- An open door policy which means staff are available to speak to at the start and end of the school day for brief, informal exchanges of information. However, we do ask that parents make an appointment with the class teacher if an in depth conversation is required.
- Appointments can be made with any member of staff at a mutually convenient time
 - Parent evenings
 - Annual reviews for children with Education Health and Care Plan (EHC) Plans
 - Multi agency and TAF meetings
 - Parental Questionnaires
 - Home learning
- Parents are made aware of the Parent Partnership Information, Advice and Support Services (IAS) and Local Offer
- Parents are supported to engage with external agencies
- Parents are welcome to attend a monthly drop in session with the SENCO on the first Thursday morning of every month. These appointments are for any parent or carer who would like to discuss their child's SEND, or concerns that they may have. Appointments will be up to 20 minutes long and can be made via the school office.

If a member of staff is concerned about the welfare of a child they should record their concerns on CPOMS and consult the Designated Safeguarding Lead (DSL) or a deputy DSL, when their concerns related to Special Educational Needs they should also consult with the school SENCO.

The School's Designated Safeguarding Lead is Claire Murphy

The School's Child Protection Governor is Mrs Sue Jolley

A copy of the school's Safeguarding Policy can be found at: <http://www.chaucer.lancs.sch.uk/child-protection-policy/>

Section 7: Medical Needs

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- The school's policy for supporting children with medical conditions can be found at <http://www.chaucer.lancs.sch.uk/chaucer-medical-policy/>

Section 8: Monitoring and evaluation of the Policy

- Informal monitoring: The school SENCO will respond to feedback and have a visible presence around school in order to support staff and pupils.
- Formal monitoring:
 - The school SENCO will monitor and evaluate the quality and effectiveness of SEND provision through termly learning walks, book scrutiny, pupil and parent voice. The findings of this monitoring will be fed back to staff with areas of strength and development.
 - Progress will be monitored and evaluated via the school action plan. Progress on the annual targets will be reported in the Annual Governor's Report to Parents
 - This policy will be reviewed annually and updated in the light of new developments.

Section 9: Training and resources

- Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role.
- Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- Teacher and teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.
- The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.
- Training for teachers and teaching assistants is provided both within school and through other professional development activities in response to the school improvement priorities and emerging needs within the school for co-horts or individual pupils.
- The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs and in relation to needs.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher or the SENCO.
- The SENCO will keep abreast of current research and thinking on SEN matters.
- The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.
- External agencies may be invited to take part in INSET.

Roles and Responsibilities

The Governing Body

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- ensure that a suitably qualified and capable teacher is employed as the school SENCO
- act as the governing board's champion and spokesperson on matters of SEND
- develop good relationships within the school, especially with the Headteacher and SENCO
- work with the SENCO to ensure that SEN policy is being followed
- work with the SENCO and Headteacher to ensure that SEND funding is allocated appropriately

- ensure that information is published on the school website about the implementation of SEND policy, in line with requirements
- The SEND Policy is reviewed annually
- SEN training is included within staff Twilights and staff meetings to reflect the needs of the school and individual staff members.
- Funding is deployed in the budget to meet the cost of all children.
- Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

The Head teacher

The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies
- consultation with the class teacher to ensure that Support Plans are written and that reviews take place.
- Line managing SEN Teaching Assistants

Role of Class Teachers and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They are responsible for assessing and planning for all the children in their class, including those with Education, Health and Care Plans. They are responsible for implementing quality first teaching methods in response to children's needs, and in turn planning for wave 2 and 3 support, or implementing the advice of professionals and other agencies. This information and advice will be shared by the school SENCO, and class teachers should approach the SENCO if they feel they need further advice.

Class teachers should direct and plan for the teaching assistants who work with their class so that all pupils are supported to make progress. When progress is not made this should be identified in a timely way and the teacher should bring this to the attention of the SENCO so that the Graduated Approach can be initiated or continued.

Class teachers are the first point of contact for all parents. They should ensure that SEN Support Plans are co-produced with input from parents and children, and then shared with parents when they have been finalised.

Section 11: Confidentiality- Storing and managing information

The confidential nature of SEND information is fully recognized at Chaucer Primary School. Hard copy files are stored in the SENCO's office, whilst electronic files are stored on a secure staff server, CPOMS and Support Plans are written and stored on EduKey Provision Map Software.

Section 12: Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review – November 2022

Section 13: Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Chaucer Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on the website at: <http://www.chaucer.lancs.sch.uk/chaucer-accessibility-plan/>

Section 14: Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors

Parents are informed about Information Advice and Support Services (IASS)

Section 15: Bullying

Bullying is taken very seriously at Chaucer Primary School. To view the school's policy on anti-bullying, see the school's website at <http://www.chaucer.lancs.sch.uk/anti-bullying-policy/> Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Chaucer Primary School endeavour to generate a culture of support and care among pupils.

