



# Special Educational Needs and Disabilities (SEND) Policy and Information Report 2018-2019

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## Introduction

Chandlers Field Primary School provides a broad and balanced curriculum for all pupils. Our curriculum planning is designed to meet the needs of all pupils and as such teachers will set suitable learning challenges, and respond according to needs of pupils in order to support their continued learning. Some children may experience, at any time during their time at Chandlers Field, specific barriers to learning that mean they have a special educational need requiring specific action by the school. Teachers take account of these needs and make provision to support pupils, individually or within groups, thus enabling them to access their learning and achieve their objectives. This policy and information report is written with due regard to the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0-25 (2016), and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and Disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.
- The Equality Act 2010

This policy and information report is designed to ensure consistency in curriculum planning, assessment, and monitoring of pupils with SEND. The Disability Discrimination Act identifies the fact

that some pupils with disabilities may have learning difficulties that require special education provision. However, not all pupils identified as disabled will require special education provision.

At Chandlers Field Primary School each pupil is assessed as required and appropriate provision made according to their need.

## **Aims and Objectives**

The aims and objectives of this policy and information report are:

- To create a rich and stimulating learning environment that meets the special educational needs of each pupil.
- To ensure that special educational needs of pupils are identified, assessed and provided for.
- To ensure that all participants are clear as to expectations and process.
- To identify the roles and responsibilities of staff in planning and providing for pupils with special educational needs.
- To ensure that all pupils have full access to the curriculum as well as the wider areas of school life.
- To support parents and carers in playing an active role in their child's education.
- To provide, where appropriate, a voice for pupils in this process.

## **Educational Inclusion**

At Chandlers Field Primary School we have high expectations of all members of our community in terms of both learning and behaviour, and as such seek to offer our children excellence in their learning regardless of need or ability. It is our intention that through the removal of barriers to learning our children can participate fully and enjoy recognition as valued members of the community. Every teacher is responsible for the planning for, and delivery of, a high quality curriculum that meets the needs of all learners, including those with SEND. We do this through appropriate curricular provision and by respecting the fact that pupils:

- Have differing educational needs.
- Use varied strategies for learning.
- Acquire, process and apply information at different rates.
- Respond to a wide range of teaching approaches, resources and experiences.

Teachers will respond to pupils by:

- Providing support for pupils who require assistance with communication, language and literacy.
- Developing pupils' understanding through a rich variety of experiences.
- Planning to ensure pupils' full access and participation in all areas of learning.
- Providing strategies and support for pupils to manage their behaviour and emotions in order that they can participate in learning effectively and safely.

Pupils with a Special Educational Need are identified as having a difficulty if:

- They have significantly challenges or barriers in learning than the majority of pupils of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other pupils the same age (SEND Code of Practice 0-25 years).

## Identifying Special Educational Needs and Disabilities

There are four broad areas of SEND as outlined in the SEND Code of Practice (2014):

**Communication and Interaction (CI):** for example, speech and language difficulties, autism spectrum disorder, processing difficulties

**Cognition and Learning (CL):** may include specific learning difficulties (SpLD), or more generic difficulties in learning in line with age related expectations

**Social, Emotional and Mental Health (SEMH):** for example, Attention Deficit Disorder (ADD), Attention Deficit/Hyperactivity Disorder (ADHD)

**Physical Difficulties (PD):** may include difficulties such as Visual Impairment, Hearing Impairment, etc.

While having due regard for these categories of need, we recognise that children will not necessarily fall into just one area of need, and that there may be a wider range of needs and strengths that will be taken into consideration.

Lower attainment and progress does not necessarily mean that a child is presenting with a special educational need. Equally, there may be children who are attaining and progressing in line with age related expectations who may be considered as having special educational need. Each situation is taken on a case by case basis, and other factors may be a consideration; for example, a child's level of attendance; those with English as an Additional Language (EAL); health issues; and those with emotional difficulties. Consultation with other professionals, along with parents and carers, may be undertaken in order to obtain a full picture of an individual child's needs.

Poor behaviour may be a factor in children with a special educational need; however, poor behaviour is not a recognised special educational need in its own right.

## Admission arrangements and facilities

No child will be discriminated against on entry into school because of their individual needs. Prior to admission there is liaison where necessary with the relevant external agencies regarding individual children's needs. Parents are encouraged to discuss their children when registering and during home visits. For children who enter school other than from our nursery, we refer to previous school records and assess on arrival. Each child will have an equal right to be admitted to this school and then be given equal access to the National Curriculum as appropriate to their needs. Those already

identified as having a high level of need may be assessed before admission to ensure this school can meet those needs, and if we cannot meet need, we will provide a detailed response. We aim to fulfil all children's entitlement to learning support and enable all children to participate in the life and work of the school, and together with parents and carers we hope that the education we provide will help them to achieve to the best of their abilities, whatever their needs.

## **The Role of the SENDCo:**

The post of Assistant Head Teacher (Inclusion) incorporates the role of SENDCo. The current postholder has 4 years' experience as a SENDCo, and holds the National SENCo Award (NASENCo).

The role of the SENDCo is:

- To be responsible for the day to day implementation of the SEND policy and information report.
- To maintain and regularly update the SEND Register.
- To write and update provision maps indicating provision for children with SEND.
- To liaise with pre-school and KS3 SENDCos with regard to pupil transfer.
- To liaise with relevant outside agencies to facilitate the continuation of support for incoming pupils.
- To organise Multi-Professional Team Meetings when needed.
- To advise Class Teachers in the planning of provision.
- To monitor the progress of pupils with SEND and to organise reviews of their progress and provision. This will include the Annual Review procedure for pupils with an Education, Health, and Care Plan (EHCP). In addition, these pupils also have termly reviews to ensure efficient support is maintained as do pupils at SEN Support.
- To contribute to the development of a whole school policy for the management of behaviour.
- To liaise with other professionals, arrange outside agency assessments and integrate advice for classroom practice.
- To liaise closely with parents and carers to ensure continuous update and awareness of the child's need and support.
- To train and support class teachers and TAs in the teaching of strategies to children with SEND.
- To work closely in partnership with parents and carers, and to involve them where appropriate in the learning programmes of their children.
- To develop learning resources for children with SEND.
- Together with the Head Teacher, to manage the SEND Budget.
- When appropriate, to attend interview procedures relating to the employment of staff.
- When appropriate, to attend Governors' meetings.
- To liaise with the named Governor responsible for SEND.
- To monitor and review the effectiveness of the school's SEN policy and information report.

## **The Role of the Governing Body:**

The school's Governing Body has an important statutory duty towards pupils with SEND. In accordance with this, our governors:

- In collaboration with the Head Teacher and SENDCo, determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those children with SEND by maintaining a general oversight of the school's work.

## **Explanation of the Graduated Response to SEN attainment and progress**

At Chandlers Field School, every teacher is a teacher of all learners, including those with SEND, and responsibility for the progress and attainment of children remains with the class teacher. There are instances where individual children may require more support in order to help them to achieve age-related expectations, as outlined in the graduated response below:

### **Wave 1:**

Wave 1 describes the baseline provision that is offered to all children in the school, regardless of whether they have a recognised special educational need or not. This will take the form of high quality teaching, differentiated to support the needs of all learners in the class.

### **Wave 2:**

There are instances where, despite high quality teaching and differentiation as described in Wave 1, a child may continue to make slower progress and something **additional to and different from the baseline**, Wave 1 provision, will need to be offered. This may be due to underachievement, meaning that a child needs to make more rapid progress than his or her peers, but may not necessarily mean they have a special educational need. The SENDCo will support the class teacher in identifying potential barriers to learning, and will take the lead responsibility for co-ordinating provision working with the class teacher, pupil and parents. Additional short term interventions may be put in place and delivered by a Learning Support Assistant or a qualified teacher, either as in-class support, individually or in a small group. Individual Learning Plans with clear targets and outcomes will be drawn up, in order to closely track and monitor the learning and progress of individual children. At this point, a child **may** be entered onto the Special Educational Needs Register. Not all children with an Individual Learning Plan will be identified as having a special educational need.

### **Wave 3:**

If, despite the provision offered as outlined above, a child is still not making expected progress, something further will need to be offered. The Class teacher and SENDCo will review all of the information available on the pupil and discuss next steps, in consultation with parents and carers. At this point, the child will be recorded as having a Special Educational Need. The cycle of *Assess, Plan, Do, Review* (as described in the SEND Code of Practice (2014) and illustrated below) will be adopted:



**Assess:**

The SENDCo and Class Teacher will use the school assessment data, as well as the teacher's individual assessment of the pupil to identify the pupil's needs. Parents and carers will be asked to contribute to this.

**Plan:**

Class Teachers, along with the SENDCo, will plan strategies to meet the needs of the child. Parents and carers will be involved with this process where appropriate. An Individual Learning Plan will be drawn up with clear outcomes and targets set, as well as detailing provision available to support the child in meeting set targets. Individual Learning Plans will be shared with parents.

**Do:**

The pupil will work on the strategies set at least weekly. Records will be kept in order to measure impact, and parents and carers may be asked to support their child's learning at home.

**Review:**

At the end of this cycle, the impact of the additional support on the child's progress will be measured. If, despite the support given, the child continues to make slow progress, more formal assessment by outside agencies may be sought.

There are circumstances where the severity of the needs of the child mean that the process outlined above is accelerated in order to get the right level of support for individual children as quickly as possible. Each situation is taken on a case-by-case basis.

**Request for an Education and Health and Care Plan:**

If a child meets the criteria, the parents or school can apply for an Education and Health Care Plan. The school must supply the Local Authority with all the relevant documentation and they must involve health and social care professionals in this process (where appropriate).

## **The Local Explanation of the Graduated Response to SEND attainment and support:**

### **Register of Special Educational Needs and Disabilities:**

The school operates a Register of children with Special Educational Needs, onto which details of each pupil receiving support is entered and updated. The school follows the recommendations of the SEND Code of Practice whereby academic and social, emotional, and mental health difficulties are defined with a brief guide to strategies used to meet the child's needs which will inform the provision.

### **Partnership with parents and carers**

The school works closely with parents and carers in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. Parents and carers have much to contribute to the support for pupils with special educational needs. We have regular meetings each term to share the progress of special needs pupils with their parents or carers. We inform the parents and carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

### **Monitoring and review**

The SENDCo monitors the movement of pupils within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy and information report on the practice of the school. The SENDCo is involved in supporting teachers involved in drawing up Individual Learning Plans (ILPs) for pupils.

The governing body reviews this policy and information report annually and considers any amendments in the light of the review findings.

Useful links:

[Surrey Local Offer](#)

[Surrey SEND](#)