

Cheadle Heath  Primary School

**SPECIAL EDUCATIONAL
NEEDS & DISABILITY
(SEND) POLICY**

Updated: February 2020

Rationale:

At Cheadle Heath Primary School we aim to work in partnership with all members of the school community to support and challenge every child to achieve the highest of standards in reaching their full potential and to create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution.

Introduction:

This policy pays due regard to the Code of Practice on Identification and Assessment of Special Educational Needs and attempts to guide good practice as identified by the Code.

Aims of the policy:

- To ensure that children receive the full educational entitlement through a broad, balanced and relevant curriculum to provide the appropriate resources to meet a child's needs.
- To actively seek to remove barriers to learning and participation that can hinder or exclude pupils with special educational needs. Cheadle Heath primary School is successful at including pupils with special educational needs and meets those needs in a positive and proactive way. We actively support inclusion, looking for the most appropriate use of provision when planning for children's needs.
- To identify a child with special educational needs within school as early as possible to ensure that the appropriate support is given in terms of resources and individual programmes.
- To best endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. This is to allow those pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- To recognise that the prime responsibility for meeting the child's needs will lie with the class teacher, but that the process of identification, assessment and provision will require a whole-school co-ordinated approach, working closely together in partnership with parents, the child and in co-operation with outside agencies where appropriate.
- To work within a framework which is characterised by a graduated approach of support from resources available within the classroom, to school-wide resources and then drawing on outside resources provided by external agencies.
- To monitor and evaluate a child's progress, to record it systematically and review it according to the school's policy
- To ensure SEN Support Plans meet a child's individual learning needs.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

Admission Arrangements

The school's admission arrangements are set out in the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority.

Identification of SEND

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010

Definition of Special Educational Needs (Code of Practice 2.1)

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her”

A child has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of children of the same age

(b) Has a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Authority.

[Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.](#)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority

Children 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. See Section 312, Education Act 1996

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

The process of early identification is supported by

- a review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate,
- ongoing assessment, including termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised by parents and other agencies
- Progress in core subject areas, progress in other areas will also be considered such as social and emotional development and communication skills,

In all classes there is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. The majority of pupils will learn and progress within these arrangements. However, some pupils may experience difficulties in the areas of:

- Cognition and Learning
- Communication and Interaction
- Sensory (Hearing/Visual impairment) and Physical/Medical
- Social, Emotional and Behavioural

For each area of difficulty definitions have been agreed regarding a child's level of *progress*, level of *attainment* compared to their peers and *complexity* of needs. The criteria are described in detail in the Stockport Staged Identification and Assessment Procedure for Pupils with Special Educational Needs and are found in the appendices of this document.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

It is important to consider these factors when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND. Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

Meeting the Needs of children with SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Once identified as requiring additional SEN support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

Graduated response Assess, Plan, Do and Review

1) Assess:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. Each pupil's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. Assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

2) PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Have smart targets recorded on additional support plans or behaviour plans
- Be outcome focussed where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.
- Parents and carers will receive a copy of this plan within 2 weeks of the initial planning meeting or at the start of the term/ half term following a review meeting.

3) DO:

Class teachers, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

4) REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited into school to discuss.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO may make a referral to a specialist agency. If after a prolonged period with support from the school and outside agencies, a child continues to make insufficient progress, attains well below what is expected from his / her peers and / or has a range of complex needs then the school or parents may request Statutory Assessment. On provision of evidence of the child's functioning and strategies that have been employed to support learning over time, the SEN panel at the LA will decide whether the child meets criteria for Statutory Assessment of his / her Special Educational Needs.

Education Health Care (EHC) Plans

The additional needs of most children will be met with resources and interventions in school. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to enable them to achieve in school. Where this is the case the SENCO with the support from staff, parents and specialist agencies will make a request to the LA for assessment for an Education and Health Care Plan (EHC plan)

An EHC is written by the LA, the plan describes the nature of the child's difficulties and the type of provision that is required to support the child's future learning. Additional support from outside agencies will be used to enhance the resources provided by the school.

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

The support plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.
- Where a pupil with a medical condition also has a disability or SEN the plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.
- Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

This will be on an individualised basis, depending on the need of the child, following the advice of the attached medical agencies.

- Full details on the arrangements to meet the needs of pupils with medical conditions are set out in the Managing Medical Needs Policy.

Transition Arrangements

Arrangements to support pupils with SEND moving into the school, moving classes within the school or moving to a different school. Transition meetings are held early in Year 6 for transition to secondary school. A meeting is held in the autumn term involving parents/careers, staff from their new school, school staff. A plan is created and implemented; this could include extra visits to their new school. Staff at Cheadle Heath Primary will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. Some children may require additional visits to their new teacher and classroom.

Funding & Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership team, through consultation with the SENCO and Governing Board, decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEN.

Training

The SENCO attends the termly Stockport briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision.

We also have staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

In-service training is provided for all teachers and where appropriate to designated support staff. The SENCO aims to keep abreast of any developments in the education of children with SEN and to ensure staff are informed through staff meetings.

Roles & Responsibilities

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- Monitoring the progress of each child, identifying, planning and delivering any additional support required to aid progress;

- Devising personalised learning plans / additional support plans in order to prioritise and focus the next steps required for each child to improve in their learning and make progress;
- Communicating with the team in supporting a child to ensure all staff are aware of the child's needs.

The Special Needs Co-ordinator is Tracey Vallance

The SENCO is responsible for:

- The operation of the Special Educational Needs Policy and the co-ordination of specific provision to support individual children with SEND.
- Liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected.
- To liaise with outside agencies such as the Learning Support Service, Speech and Language Service, Behaviour Support Service, HYMs, School Age plus worker and Educational Psychology service
- To have an overview of the whole school's special educational needs provision and whole school awareness of SEND children.
- To organise annual reviews for pupils with Education Health Care plans or SEN Support Plans, and to ensure all people are invited to the review and have the opportunity to see the teacher's report. To send out minutes of these reviews and complete reports by the specified time limits.

The Head teacher is responsible for:

- The day-to day management of all aspects of the school, including provision made for pupils with SEND.

The Governing Board is responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
- Meeting regularly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.
- Ensuring that updates on the quality and impact of SEN provision are regular items on the Governing Board's cycle of meetings.

Monitoring & Evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND. In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils. Pupil progress is shared with the Governing Board.

Disability Discrimination Act

- The School has written a Disability Equality Scheme (DES) which incorporates the school's Accessibility Plan.
- Accessibility: The school has a disabled toilet. There is limited wheelchair access to the school from ramps on some external doors. The school is on one level - access is available to all areas of the school.

Complaints

Complaints about SEND provision within the school should in the first instance be referred to the Headteacher. Parents of children with SEND are encouraged to utilise the services of a “Named Person” to help represent their views (Code of Practice 4:70) Complaints about the Special Educational provision made by the LA. can be referred to the Special Needs tribunal via the Local Authority or parents should contact the “Named Person” who is able to offer independent advice and is a valuable source of information. Copies of the Authority’s Complaints Procedure are available in school.

Review of Policy

The effectiveness of the policy will be reviewed regularly by staff and annually by the Governing Board.

Reviewed on:

Review Date: