Chellaston Academy
Integrity Care Excellence

Chellaston Academy

Special Educational Needs and Disabilities (SEND) Policy

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Mission Statement

Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- Child under compulsory school age has special educational needs if they fall within the definition: or
- Above or would do so if special educational provision was not made for them.

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.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

SEND code of practice: 0 to 25 years - GOV.UK

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in your Local Authority (LA) that have an EHCP and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims

- Individual needs are recognised and addressed.
- Each child develops a positive self-image.
- All pupils are encouraged to develop their potential in a positive, caring environment.
- Continuity of provision through a staged response as outlined in the Code of Practice.

- Whole school community (staff, pupils, parents/carers, Governors, LA, Health and Inclusion Services) work together in a partnership to meet each child's needs.
- Positive partnerships with parent/carers are encouraged in planning provision.
- Pay due regard to the Equality Act 2010. See Equal Opportunities Policy and others including Disability Equality Duty.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO and class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole and the effectiveness of the SEND Policy and the school's SEND work.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council).

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs D Eyre
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Miss S Starbuck

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND support records such as Progress Reports, Plan Do review meeting notes and targets for individual pupils.

All staff can access:

- The school SEND Policy;

- A copy of the full SEND register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs;
- Practical advice, teaching strategies and information about types of SEND;
- Information available through the SEND Local Offer.

This information is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an EHCP and those without.

Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are;

- Disabled toilet access
- Assistive technology when appropriate
- Lift access in all bar one building
- Specialised classroom equipment in the form of chairs, tables, writing boards etc
- A SEND base
- A sensory room
- A reset space

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the LA. Schools can apply to access this.

Identification of pupils needs; A graduated approach

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is formally recorded by the school as being under observation due to concern by parent/carer or teacher but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are

developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan
Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review
Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education Health and Care Plan (EHCP)
If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can found via the SEND Local Offer here.

EHCP

Following Statutory Assessment, an EHCP will be provided by either Derby City or Derbyshire Local Authoruty, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

There is an annual evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCO/Head.

Teacher/SEND Governor information is gathered from different sources such as child and parent/carer surveys/teacher and staff surveys/parent evenings/consultation evening/feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

Complaint procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We recognise the need to train all our staff on SEND issues. The SENCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. They invite and seek advice and support from the below external agencies. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents/carers.

The following services will be involved as and when is necessary:

- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- SALT

Working in partnerships with parents/carers

Chellaston Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND Governor may be contacted via the Clerk to Governors (s.taylor@tapestrylearningpartnership.org) at any time in relation to SEND matters through school.