



# St. Chad's C of E Primary School

In the light of God, we care, we share, we laugh, we learn'

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## Special Educational Needs and Disability Policy

*'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.*

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**.

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

### Inclusion Statement

The staff at St. Chad's CE Primary School are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
  - Enable every pupil to make a positive contribution to their school and community
  - Identify and respond to pupils' diverse and individual needs
  - Identify and overcome potential barriers to learning
  - Set suitable learning challenges for every pupil

### Rationale

This policy follows the SEN Code of Practice (2014).

All pupils at St. Chad's CE Primary School have access to a broad, balanced and relevant curriculum whatever their individual needs; we aim to provide an environment in which every child can develop to their full potential. All pupils with SEND are fully included in the educational and social life of the school.

At St. Chad's all staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with Special Educational Needs. These additional needs may be in relation to learning, behaviour, communication or a physical disability. We recognise that some children may require additional support with a specific subject area, or many have more global needs. Any identified need may require additional support on a long or short term basis. SEND also covers those children who are gifted in one or more curriculum area. The SEND and Disabilities Code of

Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Timely and appropriate intervention to support pupils with SEND will always take account the need to maintain pupils' self esteem and self confidence. Often the provision will take the form of a differentiated curriculum within the class, sometimes for a short period, sometimes for a considerable length of time. In other instances greater support might be necessary in which case we would work in partnership with outside agencies to support pupils with SEND. These may include but are not limited to: Special Educational Needs Support Services; Educational Psychologist; Speech and Language Therapist; Behaviour Support Team; services for the visually impaired and hearing impaired and the school nursing team.

At St. Chad's all parents are fully involved as partners in their child's learning. Pupils are also actively involved in their own learning. Parents and children, where appropriate, participate in regular reviews in relation to any identified additional needs. Parents are always fully involved in supporting the early identification of SEND.

**1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.**

**and**

**2. The school's arrangements for assessing the progress of pupils with special educational needs**

Where a pupil is identified as not making expected progress or as having SEND, school takes action to remove barriers to learning and put effective provision in place. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Pupils identified as not making expected progress or as having SEND will be supported at a level appropriate to their needs, as detailed below.

### **STAGE 1 – Vulnerable Learners**

**Stage one constitutes well-differentiated, quality first teaching. This includes, where appropriate, the use of Wave 1 or Wave 2 Interventions. At this stage all vulnerable learners in school will be included on a whole-school provision map.**

**Stage one provision includes:**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

## Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- Analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency, if appropriate, where it is suspected that a special educational need is significant.

## Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- Individual class support / individual withdrawal
- Small group withdrawal
- Bilingual support
- Further differentiation of resources,
- Homework/learning support club
- Support and advice from SENCO

## Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Scrutiny of pupils work and, where appropriate, teachers planning
- Pupil progress meetings with the SENCO/SLT
- Informal feedback from all staff
- Discussions with pupils when evaluating and writing new Pupil Passports
- Pupil progress tracking using B Squared assessment data where appropriate
- Monitoring and evaluating Pupil Passports
- Attendance records and liaison with EWO.
- Regular meetings about pupils' progress between the SENCO, senior staff, the Head of School and the Executive Headteacher
- Head teacher's reports to parents and governors

## **STAGE 2 – Children with Special Educational Needs**

**Stage Two constitutes additional SEN Support as well as everything listed in Stage 1 and includes:**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school – i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- Annual FFI reviews in collaboration with parents and children.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

### **Where appropriate, children in Stage 1, 2 and 3 will have a Pupil Passport**

A Pupil Passport will be completed in collaboration with the class teacher, pupil, parents and anybody involved from outside agencies.

- Pupil Passports include information about what the child likes, feels are their strengths and areas for improvements.
- Pupil Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Pupil Passports will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Outcomes will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Pupil Passports will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Pupil Passports will be based on informed assessment and will include the input of outside agencies,
- Pupil Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Pupil Passports will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Pupil Passports will have a maximum of four outcomes with suggested steps and strategies towards achieving the outcomes. They will specify how often the strategies should be covered and how we will know when a child has succeeded in each step.

- Pupil Passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

### **STAGE 3 - Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding
- An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance, particularly with regard to the timescales set out within the process.

In agreeing the staged arrangements detailed above, the school has taken into account the following statements and definition:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

**‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

**SEN Code Of Practice (2014)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

**“Achievement for All” (National Strategies : 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice 2014**

### **3. Roles and Responsibilities**

The name and contact details of the SEN co-ordinator is

*Mrs Emma Ogden [emma.ogden@stchadsprimary.net](mailto:emma.ogden@stchadsprimary.net)*

The name and contact details of the Designated Teacher for Looked After pupils

*Mrs Ashleigh Dunn [Ashleigh.dunn@stchadsprimary.net](mailto:Ashleigh.dunn@stchadsprimary.net)*

*'Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'*  
(SEN Code of Practice 2001)

#### **Governors**

It is the responsibility of the Governors to ensure that the school is meeting the requirements of the 2014 SEN Code of Practice. It is also their responsibility to allocate sufficient budgetary provision to meet the needs of all SEN children. It is the responsibility of the SEN Governor to liaise with the SEN Co-ordinator(s).

#### **Head of School**

The Head of School will ensure that the Governors are kept informed about SEN provision in the school. The Head of School also has responsibility for the day to day management of all aspects of SEN provision, giving necessary advice and support to the SENCO.

#### **SEN Co-ordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for pupils with additional needs\* (\*this includes pupils both Vulnerable Learners and pupils listed as having SEND)
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting pupils with additional needs\*
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.

- Monitoring the school's system for ensuring that Pupil Passports, where it is agreed they will be useful for a pupil, have a high profile in the classroom and with pupils (see section above on Pupil Passports).
- Evaluating regularly the impact and effectiveness of all additional interventions for learners with special educational needs
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support pupils with additional needs\*

### Class Teachers

Liaise with the SENCO to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Passport to address a special educational need (this would include pupils with statements/EHC Plans)

Secure good provision and good outcomes for all groups of vulnerable learners by :

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational needs to be working on agreed outcomes which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### Curriculum Co-ordinators

Curriculum Co-ordinators will provide advice and support to class teachers and the SENCo on curriculum modification for children with SEN. They will also advise and support class teachers on extension activities for very able children in their subject area.

## **4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan

## **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and

## **6. The role played by the parents of pupils with special educational needs (and other learning needs).**

### Partnership with Parents/Carers

- The school aims to work in partnership with parents and carers. We do so by:
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the outcomes on their Pupil Passports.

### Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all whole class 'transition days' to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive, but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

**7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

### Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (See 'Arrangements and Policy for Admission of Pupils to St. Chad's C.E. Primary School' agreed by the Diocese of West Yorkshire and The Dales)

### Complaints procedure

The school has well established procedures for dealing with parental complaints. These are detailed in the school Complaints Policy.

## **8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

### **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 0113 3951176

Special Educational Needs Inclusion Team: Contact number: 0113 395 1188

Parent Partnership Service: Contact Number: 0113 395 1222

Virtual School for Looked After Children: Contact number: 0113 3783688

Child Health and Disability Team Contact number: 0113 395 1965

Occupational Therapist Team: Contact number: 0113 395 2280

Regional Specialist Paediatric Team: Contact number: 0113 392 2446

SENSAP (all areas): Contact number: 0113 395 1030

The Sensory Service: Contact number: 0113 395 0556

(DAHIT) 0113 395 1085

(VIT) 0113 395 1111

(Deaf Start) 0113 395 1094

## **9. Information on where the local authority's local offer is published.**

The school Local Offer is available to view on the school's website.

The Local Authority Offer is available on Leeds City Council website

### **Summary**

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEN through raising achievement and enabling participation in the full life of the school.