

Chuter Ede Primary School



Special Educational Needs Policy

Autumn 2023

Written by	Rachel Barnard and Amy Wilson
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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) 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.

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. The 2014 Special Educational Needs and Disability (SEND) Code of Practice Equality Act 2010 Children and Families Act 2014. Chuter Ede is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. When planning, teachers set suitable challenges and respond to children's diverse learning needs. This policy describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

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

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms of 2014 is that Statements of Special Educational Needs, for those children with the most complex needs, was replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan 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

Mission statement

At Chuter Ede Primary School we are an inclusive school and make provision for children with varying needs. We recognise that many pupils will have special needs at some time during their school life and our aim is to support pupils to achieve their very best.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe in a collaborative approach involving parents, teachers and pupils working together.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

The SEN & Inclusion Aims of Chuter Ede Primary School

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated/adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN and co-ordinating the day to day provision of education for pupils with SEN is Mrs Rachel Barnard and she is assisted by Mrs Louise Allen and Mrs Amy Wilson.

All appropriate members of staff will liaise with the following professionals in order to ensure that the correct provision can be allocated to a child with SEN. These professionals include: The family SENCO, Educational Psychology Service, Schools and Family Specialist Services, Speech and Language Therapists, School Nursing team, Physiotherapists, Occupational Therapists, Social and Emotional Development Team and Social Services.

- The link SEN governor is Mrs Louise Howe

3. Arrangements for coordinating SEN provision

The *school* will hold details of all SEN Support records such as provision maps, target meeting minutes/ structured conversations and minutes for individual pupils.

When appropriate relevant staff can access:

- The Chuter Ede SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Information on individual pupils' special educational needs, *including action plans, targets set and copies of their targets and target meeting minutes and other medical information and letters from professionals (kept in the school's central filing system)*
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff data system on individual pupils
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to relevant staff in order to aid the effective co-ordination of the school's SEN provision, whilst maintaining confidentiality.

4. 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 SEN; those with Education, Health and Care Plans and those without.

When starting in Foundation Stage a number of half day visits to the school are made in order to aid transition. A home visit by the foundation teacher is also arranged.

5. Specialist SEN provision

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

6. Facilities for pupils with SEN

Chuter Ede is fully compliant with the Equality Act 2010, enabling access to the environment, curriculum and wider opportunities; reasonable adjustments are made where necessary.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of the local secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority (HLN). This is accessed through the Family of Schools. In consultation with the Family SENCO school will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Provision maps are monitored by the SENCO and this has information about the interventions that children receive throughout the year. This is constantly reviewed based on the outcome of structured conversations, pupil progress staff meetings and through the monitoring of data from the SLT.

Provision is allocated based on a number of factors including: pupil progress, health information, medical records, and outcome of structured conversations. Provision is then allocated based on resources and needs of individuals and this is reviewed by the Senior Leadership Team.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

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 SEN 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 differentiated 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. This will be recorded on a Cause For Concern record.

- 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 SEN list they may also fall into this category as continued monitoring will be necessary.
- g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The SENCO will monitor progress and work together with the class teacher to consider Quality First teaching strategies and/or additional intervention or support.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision to add the pupil to the SEN list. The aim of formally identifying a pupil with SEN 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 ongoing 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 and plan further support.

Assess

This involves clearly analysing the pupil's needs using the class 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. 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.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, adaptations, 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 and in school.

All those working with the pupil, including relevant support staff will be informed of the pupil's 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 class 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 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, either as a face to face meeting or a telephone/Teams conversation three times per year. 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. 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 and the pupil.

Parents 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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is requested by the school or can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

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

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- 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 an external board from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an ICDS Duty Officer on:

0115 8041275
icds.duty@nottsc.gov.uk

or by contacting the Parent Partnership Service on:

0115 8041740

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan may be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available in a mainstream setting. The school, ICDS and the child's parents will be involved in developing and producing the plan. EHCPs in Nottinghamshire do not have funding attached to them.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan 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 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.

9. Access to the curriculum, information and associated services

Every class teacher is responsible for the learning in their classroom; the delivery of the curriculum is differentiated to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with special educational needs and disabilities listed above is employed when the needs of a child is outside the regular parameters seen within a class. The curriculum will be adapted using a variety of different approaches appropriate for each child.

Adaptive and inclusive teaching are at the fore of our curriculum. The curriculum is ambitious for all children and builds upon their previous knowledge. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

We believe in high quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who is not making expected progress. These interventions will be short and specifically targeted to their gaps in their education.

We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with Teaching Assistant support in whole class situations, small groups and on a one to one basis.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff. Makaton sign language and assisted communication are used along with adjusted materials for children who need it.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from external agencies available by the SENCO attending a multiagency meeting called *Springboard* that are held throughout the year.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

10. Inclusion of pupils with SEN

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Teachers all attend a pupil progress meeting each term, with a member of the senior management team and wherever possible the SENCO. These meetings highlight any children of concern and it is discussed whether these pupils need to be placed on our Cause for Concern monitoring list. If after a term of interventions and additional support strategies being put in place, these pupils have not made progress then in consultation with the teacher and SENCO, the assess, plan, do, review cycle is put in place if appropriate.

Data is monitored termly in order to monitor the impact of Chuter Ede SEN provision. Interventions will also be monitored, reviewed and evaluated termly.

Provision is monitored during structured conversations/target review meetings with parents and the outcome is acted on accordingly.

There is a formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints 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 offer advice on formal procedures for complaint.

13. 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 SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN 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 may then inform the child's parents if appropriate.

See section 2 for the support services that could be involved.

15. Working in partnerships with parents

Chuter Ede believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through reports, parent's evening, termly structured conversations/ target meetings. Chuter Ede also has an open-door policy and actively encourages parental feedback at any time

In cases where more frequent regular contact with parents 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 and the pupil will always be consulted with regards to future provision. Parents 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 regards to the provision for their child. The school's SEN Governor, Moyra Matthews, may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of the Newark Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Transition

Transition is very carefully planned. It varies from child to child in order to suit their own particular needs. Meetings are held with parents and the relevant agencies in order to make the transition go as smoothly as possible. If a child has special educational needs and is beginning a transition to Chuter Ede Primary school then the SENCO and class teacher can have regular meetings with parents to plan the transition into school. Extra visits maybe

appropriate, transition books for in the home maybe made and observation of the child in their nursery setting made in order to aid transition.

When transitions are made from class to class, a number of transition visits are set up and tasks about transition are also planned for. During target/ structured conversation meetings, transitions between classes are discussed and a plan of action is formed in order to target this specifically for a child with SEN.

When transferring to another school an action plan is formed. The SENCO of the new school will be invited to target/ structured conversation meetings. The SENCO also works closely with the school and creates pupil profile sheets in order to share relevant information about all children with any type of special need.

18. Links with other agencies and voluntary organisations

Chuter Ede *invites* and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social, Emotional Development Team
- The Family SENCO
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Healthy Schools Team
- Schools and Family Support Services
- Health Professionals

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

This policy will be reviewed annually.