

Billinge Chapel End Primary School

Inclusion Statement

At Chapel End Primary School we are committed to the inclusion of everyone regardless of their gender, race, religion or background.

We will endeavour to ensure that all children achieve their potential and that the needs of everyone are met.



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND) (2017-2020)

Definition of SEND

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

As a fully inclusive school Chapel End caters for children with any or all of these kinds of Special Educational Needs.

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

High Quality Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching

- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's approach to professional development for all teaching and support staff
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full National Curriculum.

School leaders and teaching staff, including the SENCo, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Identification

Class teachers and subject leaders, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement, between the teacher, SENCo and parents, about the SEN support that is required to support the child. It may be agreed that it is appropriate to place the child on the school's SEN Register at the 'SEN support' stage.

Graduated Approach

When a pupil is identified as having SEN and is on the SEN Register, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4 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.

1. Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

This assessment will be reviewed regularly. This will help ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified. The teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Individual Education Plans/Individual Behaviour Plans will be used to record the agreed objectives for the child, along with the support that they will receive.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will be provided, through meetings with the class teacher and, where necessary, the SENCo, clear information about the impact of the support and interventions provided, and involve them in planning next steps.

Provision

Records of details of additional or different provision made under SEN support are kept within school and reviewed regularly. IEP/IBPs set out the objectives that will be addressed and expected outcomes from the support are identified and evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

The level of need will be identified through a 'Wave Approach'.

Wave 1 = Quality first teaching.

Wave 2 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will usually be provided in groups with children who have similar needs.

Wave 3 = More specific support is needed and the child will receive teaching that is additional to or different from the school's curriculum. This support will be 1:1 and provide more intensive support designed to meet the child SEN needs.

Building adaptations / special facilities

At Chapel End we have a toilet and a wet room that can be accessed easily as well as a Medical Room. There are ramps in designated areas for wheel chair access.

We are fortunate to have a newly developed meeting room where parental discussions and consultations with professionals can take place and which the support services can use.

Educational Access - Learning Support Assistants work in 1:1 and small group within the classroom areas alongside the teacher and provide extra support when and where appropriate.

At Chapel End all children are given equal entitlement to learning opportunities through an inclusive approach to learning, which ensures that the children have access to all educational resources, experiences and a broad and balanced curriculum (with reasonable adjustments).

Involving Parents / Carers

Where a pupil is receiving SEN support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the

parent, the pupil and ourselves as the school. As part of this process we readily share information with parents regarding the provision that their children are receiving.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Specialist service support can come from a wide variety of sources, including:

- Children's Disability Services - The Children's Disability Service, based at The Bridge Centre, provides support services and advice to parents and carers of children and young people with a disability. This may include additional or complex needs, learning difficulties or complex learning difficulties, sensory impairment and also children with language and social communication needs. The Service covers all disabled children and young people aged between 0 and 19 years of age, living within the St. Helens, Merseyside area. <http://cds.sthelens.gov.uk/>
- BIT - The Behaviour Improvement Team, based at St Helens PACE, Derbyshire Hill Road, St Helens, WA9 2LH works closely with local schools, teachers, parents and others to promote positive behaviour in school
- Learning Support Service
- CAMHS
- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists (SALT)

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

Education, Health and Care Plan (EHC)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care (EHC) needs assessment. Parents also have the right to request an EHC assessment.

When making an Education, Health and Care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

Requesting a personal budget

A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.

- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate
- Parents views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan
- The personal budget can include funding from education, health and social care

Transition Arrangements

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

Role of the Governors

The designated SEND Governor is Mrs A. Danne.

The governing body will:

- Ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' - the Headteacher or SENCo - has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being considered for their child.
- Ensure that a child with SEND joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs Code of Practice and other statutory documents when carrying out its duties toward all children with special educational needs.
- Have a written SEND policy.
- Report to parents/carers on the implementation of the school's policy for children with SEND.

The governors play an important role in ensuring that:

- The designated SEN Governor liaises closely with the school SENCo.
- They are fully involved in developing and monitoring the school's SEND policy.
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- The progress of children with an identified SEND is reported in the school profile.

Role of the SENCo

The SENCo for Chapel End Primary school is Miss C. Sharratt.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

Complaint procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to their child's classteacher, or the SENCo, Miss Sharratt or the Headteacher, Mr Smith.
- if the parent is still unhappy, she / he can put her / his concern in writing to the Chairperson of the Governing Body.

Policy agreed: Summer 2017

Review:2020