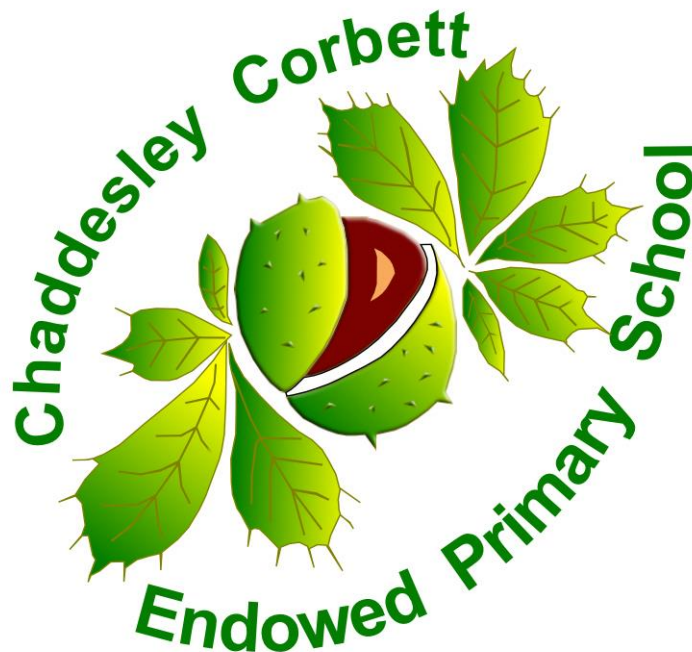


# CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL



## Special Educational Needs & Disabilities Policy

Author	Miss Jayne Edwards
Version	Version 3
Reviewed and amended	2/2/23 by SEND Governor/ Chair Governors P. McMeeking and SENDCO Jayne Edwards and reviewed again in October 2023
Date of next review	October 2024

**This policy reflects the requirements of:**

**The Equalities Act 2010**

**The Education Act 2011**

**Code of practice for SEND 2015**

**Children and Families Act 2014**

**SEN and Disabilities Act 2001**

## **Special Educational Needs and Disability Policy**

### **Introduction**

Chaddesley Corbett Endowed Primary School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of **all** children and families in the community.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Governors acknowledge the expertise of parents in guiding school thinking about individual SEND and accept the responsibility of the board for meeting the needs of SEND pupils by using its best endeavours to secure appropriate provision. (Children and Families Act 2014) A link SEND Governor is appointed annually. The current SEND governor is Polly McMeeking MA(Ed) who is a special needs specialist.

### **Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for quality first teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with special Educational needs and/or Disabilities (SEND) in partnership with parents.

### **1.Aims and Objectives**

- To reach high levels of achievement for all
- To be an inclusive school

- To engage fully with parents in identifying and making provision for SEND
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

## **2. Partnership with Parents /Carers**

The school aims to work in full partnership with parents and carers. If any parent has an SEND concern, they are invited to email the SENDco at

[office@chaddesleycorbett.worcs.sch.uk](mailto:office@chaddesleycorbett.worcs.sch.uk) or [je167@chaddesleycorbett.worcs.sch.uk](mailto:je167@chaddesleycorbett.worcs.sch.uk)

We work in partnership with parents by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- 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
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- 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 the child
- making parents and carers aware of the Parent Partnership services.

## **3. Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate 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 (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Provision map reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

#### **4. Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need.

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

#### **5. Management of SEND within school**

- The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status and the post graduate National SENDCo award.
- The management of SEND is supported by the administration staff.
- All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need.
- Staff are aware of their responsibilities towards pupils with SEND and their parents, whether or not pupils have an Education, Health and Care Plan, (EHCP).
- A positive and sensitive attitude is shown towards all pupils by adults in school.
- Staff responsibilities are identified in individual job descriptions.

#### **The SENDCo is responsible for:**

- Overseeing the day-day operation of this policy co-ordinating provision for children with special educational needs
- Liaising with and advising teachers managing learning support assistants
- Liaising with the board of Governors and HT to ensure school meets its responsibilities under the Equalities Act 2010
- Overseeing the records on all children with SEND

- Liaising with parents of children with SEND (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including educational psychology services, health and social services, other schools and voluntary bodies
- Reporting to the governor with responsibility for SEND on the day-day management of SEND policy.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's SEN.

## **6. Identification and assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2015.

- Communication and Interaction
- Cognition and learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium grant (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man
- Gypsy Romany traveller origin (GRT)

The SENDCo works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs

- The analysis of data, including entry profiles and end of EYFS data, SATs, reading ages, annual and termly pupil assessments
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCo maintains a list of pupils identified through the procedures listed; this is called The SEND Support list. This list is reviewed regularly and at least each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

## **7. Curriculum access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

### **The range of provision may include:**

- In class support for small groups with an additional teacher or Learning Assistant (LA)
- Small group withdrawal with LA, CT, or Learning Mentor LM.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Pupil buddies
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

## **8. Monitoring Pupil Progress**

Progress monitoring is a shared responsibility for school and parents. Parent views of progress are an integral part of all future planning. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

## **9. Record Keeping**

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. All school records are available to parents, and any parent records will be incorporated into the individual's profile. In addition to the usual school records and parent contributions,, the pupil's profile will include:

- Information on progress and behaviour

- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

## **10. Provision Maps**

All pupils on our SEND Support list will have individual provision maps setting out targets and any provision made that is additional to and different from usual classroom provision. The provision map will be created through discussion with both the pupil and the parent or carer, and their contributions incorporated into it.

For pupils with an EHCP, provision will meet the recommendations on the plan. Strategies for pupils' progress will be recorded in individual provision maps containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The individual provision map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

### **Reviewing a provision map**

Individual provision maps will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views

## **11. The graduated Response**

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Support list will be made by the SENDCo after full consultation with parents at a provision map review. External support services may advise on targets for a new provision map and provide specialist inputs to the support process. Provision map intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum outcomes considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting provision map may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

### **Request for an Education, Health, Care Plan (EHCP)**

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A EHCP might also be requested by a parent or outside agency. The school will ensure that parents are apprised of their rights to request assessment, and supported in any assessment process. The school will have the following information available:

- Records from past interventions
- Individual provision maps
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum Assessments.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a provision map
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate



- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school in conjunction with parents. Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

## **12. Special provision**

The school has the following special facilities:

- Wheelchair access;
- Disabled toilets with hand rails;

All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils. Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)  
Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations. The school has an accessibility plan which outlines how it will continue to improve disability access. (Available on the school website).

- Autism Resource Centre (Enhanced Mainstream Base)

The Autism Resource Centre (ARC) has been designed and built based on information drawn from research and evidence based practice, to inform the best possible learning environment for a child with Autism.

The ARC has a family centred approach and provides a welcoming and nurturing environment where children and their families are always welcome.  
The ARC offers a Total Communication Environment at all times.

(Please see Appendix 1 for further information)

### **13. Links with Support Services**

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Learning support team Speech and Language Therapy service, CAMHs, Mentor Link and Behavioural Support Provision.

### **14. Staff Training**

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

### **15. Resources**

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

### **16. Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo to ensure every opportunity for informal resolution is taken. Please see the school's Complaints Procedure available on the school's website which outlines the process by which complainants may further any unresolved complaint.

### **This policy should be read in conjunction with school policies for:**

Teaching and learning  
Safeguarding  
Health and Safety  
Accessibility Plan

This policy will be reviewed annually.

Workload Impact assessment neutral - assessed by SEND governor P McMeeking, Chair Gvs

## APPENDIX 1

### **Autism Resource Centre (ARC) Provision;**

The ARC has been designed and built based on information drawn from research and evidence based practice, to inform the best possible learning environment for a child with Autism.

The ARC has a family centred approach and provides a welcoming and nurturing environment where children and their families are always welcome.

The winding, sensory pathway, leads up to the main entrance of the ARC passing our 'Sensory Sanctuary' willow sculpture. The building consists of a purpose built, Autism friendly classroom with a curved wall, identified Autism friendly colours and neutral furniture to support individual children with their learning styles and aid self-regulation. A family room is available within the main building in addition to a multi-purpose meeting room, spacious corridor, two bathrooms and kitchen-all of which continue with the philosophy underpinning the research around colour and space. The ongoing development of our Sensory Studio has been informed by specialist advisors to promote co-creation, co-construction and co-production, whilst modelling and developing independence to self-regulate and respond to sensory processing difficulties. The ARC offers a responsive learning environment, and ongoing developments will be led by an embedded process of Inquiry

### **ARC Approach;**

The ARC offers a Total Communication Environment at all times. The classroom environment is resourced with a range of communication approaches; we accept that all behaviour is communication. Staff are tuned into individual child responses including facial expression, body language, sound and movement, and are always working as a communication partner with the child to ensure that the intention of any communicative act is not missed. All of this is set within a structured, child focused, play-based environment.

The approaches and strategies employed within our Total Communication Environment are;

- Intensive Interaction
- Photographs & Symbols
- Token Object Based Icons (TOBI's)
- Objects of Reference (OOR)
- Sign Along
- Picture Exchange Communication (PECs)

Engagement is key to effective learning and underpins all aspects of child development within the ARC. We are guided by the Engagement for Learning Framework to interpret children's responses to learning activities. Observation and reflection enable us to assess against the five aspects of learning - Persistence, Exploration, Anticipation, Initiation and Realisation, on an ongoing basis.

We will deliver an adapted, differentiated and personalised curriculum for each child, within the context of the Primary curriculum offered by the main school. Over time links will be made with the age appropriate year group for extended learning opportunities. These enrichment experiences will take the form of small group sessions, peer group targeted interventions and individual work.

The ARC aims to provide, through a wealth of rich and stimulating experiences and activities, a learning environment that enables the child to become an engaged, and successful learner, making meaningful progress, happy and secure in their relationships, effective in social communication and able to self-regulate their emotional and mental well-being.

### **ARC Allocation;**

Places are allocated through the EHCP, Worcestershire Children's First SEND Panel after consultation has been sort from the specialist team at CCEPS & ARC. Allocation is based on if we can meet need. Once a place has been allocated to your child, the ARC team will make a series of home visits and to the current setting, if appropriate. Together, with the family, a transition plan will be developed with a child led focus at all times. As the transition plan progresses, the time within the ARC will increase and the child led approach continues to lead the way. Children attending the ARC are very much part of the main school and have access to all opportunities and facilities based on their individual needs, preferences and what they are able to cope with.

Children will have an annual review as part of the EHCP process to review outcomes set and appropriate provision. This will identify outcomes achieved and develop new ones, it may identify a need that wasn't evident or identified previously, resulting in an additional agency becoming involved. It will review how the child's needs are being met in the ARC and if it is still the appropriate provision. Based on this review process, children allocated a place in the ARC may remain until the end of year 6 before transitioning onto appropriately allocated secondary provision.

Children who attend the ARC will have an EHCP and a diagnosis of Autism. In addition to this they may have additional diagnoses of Sensory Processing Difficulties (SPD), Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA) or a Demand Avoidant profile. Children may present with communication delay, emotional and behavioural difficulties and attachment disorder. Our children will have a multi-disciplinary approach and work with external agencies including Occupational Therapy, Speech and Language Therapy and Educational Psychologists as outlined in their individual EHCP's.

### **ARC Staffing;**

The ARC is staffed by a specialist team including Leader of the ARC/Specialist Teacher, Higher Level Teaching Assistant (HLTA) & 3 Learning Assistants (LA); all with a wealth of experience working with children with a diagnosis of Autism and other identified complex needs. The ARC team will be working closely with the SENCO, SEN teaching

staff in the main school and teaching staff as needed based on year groups for integration and developmental needs. Staffing requirements and ratios are based on our initial cohort and individual needs of the children.

All children and their families have had their own individual experiences of not being able to access a mainstream school environment, reduced timetables, failed placements and all around traumatic experiences. Building trusting relationships with our families as much as our children is paramount in the placement and progression being a success.

Each child will follow their own learning pathway based on individual needs, learning styles and barriers to learning, communication and understanding and academic ability. Our key aim is to engage the disengaged child in a safe and nurturing school environment.

Where appropriate and when ready links will be made with key children and year groups within the school to support in building social communication and relationships, play and transition. For example, this may include joining children on the playground, PE lessons or forest school, extra-curricular clubs such as football and where possible within the classroom. In addition to this we have an allocated space for children to access, as a stepping stone, into the mainstream classroom as seen suitable.