



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

Chellaston Infant School
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SPECIAL EDUCATIONAL NEEDS POLICY

AGREED BY GOVERNORS: AUTUMN 2021
TO BE REVIEWED: AUTUMN 2022

Date	Change made where?	Change description	Approved by Governors	Next review
20/12/2021	None	All links checked and working	20/12/2021	Autumn 2 2022

MISSION STATEMENT

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Come In Succeed

OVERVIEW

This policy complies with the statutory requirement laid out in the SEND Code of practice 2014 and has been written with reference to the following guidance and documents;

The Children and families Act 2014

The Equality Act 2010: advice for schools May 2014.

SEND Code of Practice 0-25 September 2014.

Schools SEND information Report Regulations 2014.

Statutory Guidance on Supporting pupils at school with medical conditions 2014 (update August 2017)

SEND CONTACTS

SEND Coordinator (SENDSCO) - Mrs Barbara Webster (National Award for SEND Coordination)

senco@chellastoni.derby.sch.uk

SEND Governor - Mrs E Hancock

Learning Mentors - Mrs Lynn Hateley and Mrs Kelly Leeder

DEFINITION

A child has special educational needs where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age in maintained schools.

A child has learning difficulties if he or she;

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

RATIONALE

Every teacher is a teacher of every child including those with SEND.

Chellaston Infant School values the abilities and achievements of all its pupils, and is committed to providing the best possible environment for learning, for each pupil. All pupils should feel valued and able to risk making mistakes as they learn without fear of criticism. We identify, assess and provide for the needs of all our children including those with physical, learning and emotional difficulties and encourage them to partake in all aspects of school life.

Chellaston Infant School strives to be an inclusive school, developing a sense of community and belonging through

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning

AIMS AND OBJECTIVES OF THIS POLICY

- To identify (as early as possible) and provide for pupils who have special educational needs and additional needs, including providing a differentiated curriculum.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that parents and carers of children with SEND are kept fully informed and are involved in setting clear outcomes and reviewing progress towards them.
- To meet individual needs through a wide range of provision
- To work with other agencies in meeting the needs of pupils with SEND or additional needs.
- To create an environment where pupils can contribute to their own learning.

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.

PLANNING/CURRICULUM ACCESS AND PROVISION

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, assessing and considering the differences in pupil's abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupil's needs. When they are identified as having SEND, the school will intervene through SEND support (also referred to as SA), SEND Support Plus (also referred to as SA+) and EHC plan.

CONTINUITY & PROGRESSION

The Code of Practice clearly acknowledges the importance allocated to the teacher who has the greatest knowledge of any difficulties experienced by children in his/ her class. The class teacher is in a key position to gather information about a pupil and using his/ her professional judgement, combined with relevant evidence, can determine the need for intervention. The school will use appropriate screening and assessment tools and ascertain pupil progress. The SENDCO, Headteacher, Governors and teaching assistants also have a responsibility to children with SEND (see appendix 1 for detail of responsibilities).

EQUAL OPPORTUNITIES/INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs, we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

HEALTH & SAFETY

Activities are planned with due regard to our Health & Safety policy. Risk assessments are undertaken as appropriate and kept in the Health & Safety file.

IDENTIFICATION

At Chellaston Infant School we are committed to identifying the needs of children by considering the needs of the whole child.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND

We accept the principle that pupils' needs should be identified and met as early as possible. The class teacher supported by the Senior Leadership Team and SENDCO make regular assessments of progress for all pupils. These aim to identify pupils making less than expected progress given their age and individual circumstances. Indicators that a pupil may have SEND 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

It can include progress in areas other than attainment e.g. where a child needs to progress in their wider development or social needs.

The SEND Code of Practice 2014 describes four broad areas of need;

- Communication and interaction – e.g. difficulties expressing themselves or understanding others
- Cognition and learning – e.g. difficulties in learning basic skills at school, learning at a slower pace than their peers.
- Social, emotional and mental health difficulties – e.g. difficulties making friends, relating to adults or behaving appropriately in school.
- Sensory and/or physical needs – e.g. hearing impairment or medical/health condition

The purpose of identifying children's broad area of need is to plan what action school needs to take in order to meet the child's needs. Children with SEND may have needs in more than one broad area.

Where a child displays persistent disruptive behaviours which cause concern, an assessment will take place to determine whether there are any causal factors e.g. domestic circumstances, undiagnosed learning difficulties/communication difficulties.

Other factors that may impact on attainment that do not represent SEND;

- Attendance and punctuality
- Health and welfare
- EAL
- Disadvantaged pupils (pupil premium)
- Being a Looked After Child

ASSESSMENT

Assessments will be made through;

- The analysis of data including entry profiles and Foundation Stage Profile
- Observations
- Records from feeder settings
- Information from parents
- Pupil tracking monitored through pupil progress meetings
- Liaison with other professionals and services
- Use of questionnaires such as Boxall Profile
- Target setting and monitoring

The SENDCO maintains a list of pupils identified through the procedures listed.

A GRADUATED APPROACH TO SEND SUPPORT

The Code of Practice advocates a graduated approach to meeting the needs of children with SEND. At Chellaston Infant School we implement a graduated response. We use the following categories;

- SEND monitoring (M)
- SEND support (SA)
- SEND support plus (SA+)
- Education, Health and Care plan (EHCP)

SEND Monitoring (M)

- Children who are falling outside the range of expected academic progress will be monitored and assessments as previously described will be made to establish what further support may be required.
- The class teacher will adjust including further differentiation to better support the pupil.
- The SENDCO will be consulted to provide any support and advice which could include observation.
- Parents will be informed so that information can be shared to better support the child.
- The child will be recorded as being monitored. This does not mean that the child is formally recorded as having SEND

SEND support (SA)

Where it is determined that a child does have SEND the parents will be informed and the child will be added to the SEND list. Formal identification is to aid school in removing barriers to learning for the child. The support provided is cyclical involving a four-part process;

- Assess
- Plan
- Do
- Review

The ongoing nature of the process means that the needs of the child become better understood and the most effective interventions can be used to ensure that the child makes good progress.

Assess

A thorough analysis of the child's needs is made using evidence of working with the pupil, teacher assessment and experience of the child, previous progress and attainment, the child's development in comparison to their peers, views of parents and the child and the impact of any interventions that have already taken place.

Plan

The teacher in consultation with the SENDCO and the parents, plans the pupil adjustments, interventions and support to be put in place as well as the expected outcomes in terms of progress, development or behaviour, along with a clear review date. This will be recorded in the form of a target setting and reviewing document that will be shared with parents and staff with a particular focus on any specific teaching or behaviour management strategies to be employed.

Do

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-one teaching away from the class teacher, they still retain responsibility for the pupil. They work closely with teaching assistants or others involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's strengths and weaknesses.

Review

The effectiveness and quality of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. This feeds back into the analysis of the child's needs and any revisions to support in light of impact and progress and in consultation with the parent and child.

SEND Support Plus (SA+)

Where the services of a specialist have been requested, the child is deemed to be at SEND support plus to reflect the additional level of need.

School may involve a specialist to advise on early identification and effective support interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area(s) of need, school will consider involving specialists. The involvement of specialists will be agreed and information shared with parents. Specialists could include Speech and Language Therapists and Educational Psychologists.

Referral for an EHC

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress over time, school may make a referral for an EHC assessment. Where the complexity of need is such that a multiagency approach is required to assess need, plan provision and identify resources is required a referral may also be made by school.

Requests for an EHC assessment can be made by parents, schools, health or social care.

The application for an EHC assessment will combine information from a range of sources including; school, parents, specialists, health professionals, social care etc. as relevant and appropriate. Information will be collated detailing current and previous provision and resulting outcomes. A panel coordinated by Derby City Council will make the decision as to whether or not the child is eligible for an EHC plan.

Parents have the right to appeal against the decision made by the panel. Further information on EHC plans and referrals can be found via the Derby City website.

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ehc-assessment-and-plans/>

EHC plan

Once an EHC plan has been agreed and completed, targets and levels of support contained within it will be provided. The EHC plan will be reviewed annually with staff, parents, professionals, the child and the Local Authority. This review enables the plan to be evaluated and where appropriate changes put in place.

CRITERIA FOR EXITING THE SEND LIST

Where a child on the list;

- makes better than previous progress
- closes the attainment gap between themselves and their peers
- has progressed developmentally
- has developed age appropriate social skills
- has developed age appropriate language and communication skill

They will be removed from the SEND list. (The above list is not exhaustive)

TRAINING AND RESOURCES

All staff are encouraged to undertake Continuing Professional Development (CPD) in order to maintain and develop the quality of teaching and provision responding to the strengths and needs of all children. All teachers and support staff undertake induction on taking up a post which includes a meeting with the SENDCO to explain the systems and structures in place related to SEND provision and practice and to discuss individual needs.

The schools SENDCO regularly attends network meetings to keep up to date with national updates and for CPD.

CPD is planned for staff where a need is identified relating to a child in their class specifically e.g. hearing impairment, attachment disorder, autism or supporting children generally e.g. precision teaching. This CPD need can be identified in a number of ways including through pupil progress meetings.

ROLES AND RESPONSIBILITIES

Including for LAC, safeguarding, PPG, and meeting medical needs - see appendix 1

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For other children their medical needs are met in line with the Statutory Guidance on Supporting pupils at school with medical conditions (April 2014). Refer to the school's medical conditions policy.

<https://www.chellastoni.derby.sch.uk/policies/>

PARTNERSHIP WITH PARENTS AND FAMILIES

Chellaston Infant School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will inform the parents of concerns as soon as possible.

The school will also make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA and information on the LA Local Offer. The Local Authority publishes its local offer on its website which along with signposts to other useful agencies and services relevant to families with children who have SEND.

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Admission arrangements for ALL pupils, including those for children with SEND, are in accordance with national legislation and can be found on the school website in the parent's section under policies.

<https://www.chellastoni.derby.sch.uk/policies/>

The Local Authority (Derby City Council) administers admissions into the school.

The Headteacher, Governors and SENDCO will report annually to parents on the SEND policy and the effectiveness of the schools work for pupils with SEND.

STORING AND MANAGING INFORMATION

Refer to the data protection policy available in paper format from the school office and on the school website <https://www.chellastoni.derby.sch.uk/policies/>

DEALING WITH COMPLAINTS

The school's complaints procedure can be viewed in full on the school website.

<https://www.chellastoni.derby.sch.uk/policies/> The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

MONITORING AND EVALUATING SEND PROVISION AND POLICY

The SEND Governor and SENDCO will meet at least annually to evaluate the success of the SEND policy against its aims. The school will publish an annual SEND information report which can be viewed on the school's website detailing the key SEND information for the year.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- consideration of each pupil's success in meeting individual targets
- pupil self-esteem and motivation e.g. Boxall Profile
- pupil's involvement in monitoring and reviewing own targets where appropriate
- using school tracking systems to analyse pupil progress through pupil progress meetings and through Foundation Stage profile scores
- SATs data
- standardised tests e.g. reading ages

Additional measures;

- involvement of parents evident in review and target setting meetings
- staff confidence in meeting special needs – evidenced through high quality teaching evident in lesson observations.
- children's work
- marking and feedback – so children know how to improve
- learning walks carried out by the Senior Leadership Team including the SENDCO.

SEND POLICY REVIEW

The school considers the SEND policy document to be important and in conjunction with the Governing Body, undertakes to review the policy and practice annually.

Named Designated Teacher(s) for safeguarding

Mrs L Galley – Headteacher
Mrs L Hately – Learning Mentor
Mrs Kelly Leeder – Learning Mentor
Mrs B Webster – SENDCO/ Assistant Headteacher
Mrs R Leyland – Deputy Headteacher

Named Designated Teacher responsible for LAC and PPG

Mrs L Galley – Headteacher
Mrs B Webster - SENDCO

Named Designated person responsible for meeting medical needs

Mrs L Galley – Head Teacher
Mrs B Webster - SENDCO

The role of the class teacher

Their responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND, pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- Set targets for SEND pupils (sometimes with support from the SENDCO).
- Work with SEND pupils to deliver the individual programme set out in the PAN plan.
- Develop constructive relationships with parents.

The role of Teaching Assistants

Their responsibilities include:

- Aid the teaching in supporting SEND children working towards their targets.
- Aid the integration of SEND children into normal school activities
- Assist in keeping records, observe progress and contribute to reviews
- Work together with teachers, external support agencies and parents to support the child's learning needs.
- Support the emotional and behavioural needs of the child.

The role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Management of Teaching Assistants as relevant and/or supporting staff in the allocation of Teaching Assistants.
- Overseeing pupil records
- Liaising with parents
- Contributing to the in-service training of staff
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
- Ensuring statutory requirements with regard to the code of practice 2014.

The role of the headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Having regard to the code of practice 2014 when carrying out these responsibilities.

The role of the governing body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEND pupils are fully involved in school activities so far as it is reasonably practicable and compatible with the child receiving the special educational provision
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy including the allocation of resources from the school's devolved/delegated budget.