CHEDDINGTON COMBINED SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Working together to achieve our potential

At Cheddington Combined School we aim to provide a caring, happy environment where learning is challenging and fun and where we show respect for each other and the environment. We strive to support **all** children to enable them to achieve their potential at school.

Cheddington School identifies pupils as having Special Educational Needs (SEND) if they meet the definition set out in the SEND Code of Practice 0-25, January 2015 [see appendix 1]. Special educational provision means provision that is additional to, or otherwise different from, the usual differentiation which is made generally for pupils of the same age. These pupils may be working below or above the age expectations. We have a legal and moral obligation, with regard to current government legislation, to offer appropriate additional provision for all children.

In addition to the practice outlined in the Teaching and Learning policy we will:

- work collaboratively with parents, other professionals and support services including the Educational Psychology Service.
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- ensure that the governing body fulfils its legal responsibility, with termly updates provided by the SEN link governor to the full governing body following meetings with the SENDCo [see appendix 2].

The **head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for all pupils with SEND.
- ensuring the governing body is informed about SEND issues.
- working closely with the SENDCo.
- deployment of all special educational needs personnel within the school.
- ensuring staff receive appropriate SEND training.
- monitoring SEND provision and ensuring reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.
- ensuring SEND issues are developed and refined in the SDP.

The **special educational needs co-ordinator** (SENDCo) is part of the school leadership team and has responsibility for:

- liaising with the head teacher and governing body to determine the strategic development of the SEND policy and provision in school.
- overseeing the day to day operation of the school's SEND policy and ensuring all staff understand their role in maintaining good SEND records.
- co-ordinating the provision for pupils with special educational needs.
- advising on the Graduated Approach to providing SEND support and ensuring that an agreed, consistent approach is adopted.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with and advising other school staff, including helping staff to identify pupils with special educational needs.

- carrying out detailed assessments and observations of pupils with specific learning problems.
- supporting class teachers in devising strategies, drawing up support plans, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and SEND records.
- monitoring and evaluating the progress of pupils with SEND.
- contributing to the in-service training of staff.
- managing the TAs' targeted provision.
- liaising with the SENDCos in preschool, receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- liaising with the mid-day supervisors.
- writing the school's SEND Annual Report and being aware of the provision in the Buckinghamshire Local Offer.
- working with the head teacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Class teachers have responsibility for:

- using baseline assessment to identify what a child knows, understands and can do.
- ensuring ongoing observation / assessment provides feedback so assessment forms the basis of next steps.
- involving the parents and the child.
- providing an appropriately differentiated curriculum for all children (they may draw on the SENDCo for advice on assessment and strategies to support inclusion).
- being aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- planning and overseeing any interventions or support arrangements to address the child's learning difficulties.
- giving appropriate feedback to parents of pupils with SEND at least three times per year.
- liaising closely when pupils transfer to another class within the school.

Support staff have responsibility for:

- working as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class.
- implementing SEND support plans and monitoring progress within class.
- contributing to review meetings as required.
- supporting pupils to enable them to gain access to a broad and balanced curriculum.
- implementing specific interventions as directed by the class teacher or SENDCo.
- offering children to opportunity to acquire, reinforce or extend skills.

ALLOCATION OF RESOURCES

The head teacher, SENDCo and the governors of the school regularly monitor the needs of pupils with SEND. SEND provision is funded from the school's overall budget and resources are allocated according to individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a child on the school's SEND Support register it is because they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of the educational facilities provided for children of the same age, therefore requiring additional support that the school may fund up to £6k. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's budget. In exceptional circumstances the school can apply to the Local Authority (LEA) for High Needs Block Funding (HNBF). This funding is short term, and is aimed to top up provision for pupils where there is evidence of progress with support. Pupils who have an Education Health and Care Plan (EHCP) will have an agreed package of support from the LEA through the Personal Budget arrangements. The school follows LEA guidance to ensure that all pupils' needs are appropriately met. The school complies with the 2010 Discrimination and Disability Act.

IDENTIFICATION, ASSESSMENT AND REVIEW

At Cheddington School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs. We consider the needs of the whole child rather than just that child's special educational needs, and identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main sources of outside agency support are from the LEA and the school's own commissioned professionals. This could be from the Educational Psychologist, Specialist Teaching Service or Health Professionals (e.g. speech and language therapists, occupational therapists etc.).

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from TAs or specialist staff. Where a pupil is not making adequate progress, teachers, the SENDCo and parents will collaborate on problem-solving, planning, support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to children who have or may have SEND. These arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SENDCo will be consulted as to whether the pupil should be placed on the SEND Support register.

In line with the 2015 Code of Practice requirements, the school will deliver a Graduated Response Model for pupils identified as having SEND. This will be led by the class teacher in consultation with the SENDCo. In consultation with the pupil and parents a plan will be drawn to achieve the agreed outcomes through support and intervention arrangements, possibly including consulting external agencies for detailed assessment and advice. Plans for the use of support will relate to a clear set of expected outcomes which will include stretching and relevant academic and developmental targets. Progress towards these targets will be tracked and reviewed termly though the four-step model outlined, and will be repeated as many times as necessary (see model below):-

1. Assess (analyse of the pupil's needs)
2. Plan (notify parents, identify interventions and support and share targets for improvement)
3. Do (implement and rigorously assess planned interventions)
4. Review (review plan on a half termly basis, revise support in light of pupil's progress)

Code of Practice areas of need	**Categories**
Communication and interaction	Speech, language and communication needs (SLCN) Autistic spectrum disorder (ASD)
Cognition and learning	Support may be needed for a variety of earning difficulties, including moderate learning difficulties and severe learning difficulties.

	Specific learning difficulties (e.g. Dyslexia),
Social, emotional and mental health difficulties	Children may experience a wide range of social and emotional difficulties. Behaviour may also need to be managed in these cases. ADHD
Sensory and/or physical	Hearing Visual Physical

SEND Register

Placing pupils on the SEND register

- will be considered when pupils are unable to make appropriate progress, and involves the SENCo and/or external agencies advising on a personalised plan and new strategies for additional support. Specialist assessment may also be employed.
- triggers will include little progress over time, NC levels below age expected or serious difficulties defined by the Code of Practice areas of need outlined above. Wave 2 interventions delivered will not have made a significant impact on progress.

The termly review meeting

This meeting will be led by the class teacher, supported by the SENDCo. It will provide an opportunity for the parents to celebrate successes and share their concerns and, together with the teacher, agree their aspirations for the child. These discussions will allow sufficient time to explore the parents' views and to plan effectively.

Education Health and Care Plans (EHCPs)

Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LEA to carry out a statutory assessment of their needs to see if they are eligible for an EHCP.

The LEA will seek evidence from the school that any strategies implemented for the child have been continued for a reasonable period of time and impact has been carefully monitored. In preparing a request for an EHCP the school will involve the parents, pupil and outside agencies and refer to Chapter 8 in the Code of Practice.

Once a pupil has an EHCP naming Cheddington School, the head teacher and SENDCo will ensure that arrangements are in place to meet the needs of that pupil. A formal child-centred review of the EHCP will take place at least annually, in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. New long-term objectives are set. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report. If a pupil's SEND change, the LEA will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

EVALUATION

Provision is evaluated through:

- monitoring of appropriate classroom differentiation by the SENDCo and subject managers.
- analysis of pupil tracking data and test results to include value added.
- termly monitoring of procedures and practice by the SEND governor.
- school self-evaluation.

- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision.

PARTNERSHIP IN PROVISION

Arrangements for professional development for all staff:

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- professional development sessions and one-off sessions on relevant subjects provided by SEND specialists.
- attendance on courses offered by external providers as part of the school's Appraisal process.
- other courses which are relevant to the work being undertaken.

Parents:

All parents and carers of pupils with SEND at Cheddington School are considered to be our partners, and as such they:

- are encouraged to recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. All staff acknowledge and draw on parental knowledge and expertise in relation to their child.
- are always encouraged to make their views known and to take part in the process of reviewing and monitoring provision and progress.
- receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school.
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- have knowledge of their child's entitlement within the SEND framework, and the right to access any records of their child's progress and are encouraged to contribute to these records.
- attend review meetings, which are held three times a year; though parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. (We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or from Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service).

  Buckinghamshire SEND IAS Service provides a range of support for parents of pupils with SEND at any age or stage. This can include helping with letters, attending meetings with parents or supporting them in discussions with the local authority, school or other setting. They may be able to help find a key worker, or an Independent Supporter or a volunteer who can support a family. They also offer up-to-date and impartial resources and information about the law on all aspects of SEND. Some of their leaflets are available in school.

Children:

All pupils are involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate will reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

We encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally).

- talking to TAs and teachers about their learning.
- class and individual reward systems.

Children with medical needs or disabilities:

The school recognises that pupils with medical conditions should be properly supported so that they have full access to educucation, 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 may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

Our school is committed to providing equal access to all, and details of our current accessibility arrangements can be found in our Equalities and Accessibility policy. For further details of how the school supports children with medical needs please see our Supporting Pupils with Medical Needs policy.

Other agencies, organisations and support services:

We are committed to using the expertise and advice provided by other professionals.

With other schools:

- the pre-school leader meets teaching staff to discuss pupils with SEND when they are about to start school.
- SEND action records are transferred following county procedures.
- pupils with SEND are given additional visits and access to transition support before transfer to secondary school, so that they will become more confident in the new situation.
- for pupils with an EHC Plan, the plan is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LEA with the schools concerned
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named.

Reference:
Teaching and Learning Policy
Equalities and Accessibility Policy
Governors' Complaints Procedure
Admissions Policy
Medical Needs Policy
The Buckinghamshire Local Offer can be found here: www.bucksfamilyinfo.org/localoffer

This policy was written by the SENDCo in conjunction with the Senior Leadership Team and the Governors of the school.
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25, January 2015. 3.66 and has been written with reference to the following documents:

Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0 – 25, January 2015
Statutory Guidance on Supporting pupils at school with medical conditions September 2014
Schools SEN Information Report Regulations, November 2016
The National Curriculum in England: July 2014
Safeguarding Policy
Accessibility Plan
Teachers Standards July 2011 (introduction updated June 2013)

SENDCo: Mrs K Curry (National SENDCo Award)

Policy reviewed: Summer 2018

Date of next review: Summer 2019

APPENDIX 1

CONTEXT

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEND 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.

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) dates from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.
More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

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

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 Buckinghamshire 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.

APPENDIX 2

Governors' legal responsibility to ensure SEND provision covers ensuring:

- the necessary provision is made for any pupil with SEND.
- all staff are aware of the need to identify and provide for pupils with SEND.
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- they have regard to the requirements of the SEND Code of Practice 0-25 January 2015
- parents are notified and consulted if the school decides to make SEND provision for their pupil.
- they are fully informed about SEND issues, so that they can play a major part in school self-review.
- appropriate staffing, funding and training arrangements are set up.
- the SEND Annual Report is published on the school's website and is linked to the Buckinghamshire Local Offer

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development.
- they are aware of the numbers of pupils with SEND, expressed as a percentage of the school roll.
- SEND provision has a yearly action plan and is an integral part of the School Development Plan.
- the quality of SEND provision is regularly monitored, including the level of support pupils receive and the amount of progress they make.
- there are termly meetings between the SEND link governor and SENCDo to ensure good communication.