

In partnership to
Educate, Nurture & Empower



St Chad's C of E Primary School

POLICIES & PROCEDURES

Special Educational Needs and Disability (SEND) Policy

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Approving Body: Local Governing Body

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St. Chad's C of E Primary School
'In the light of God, we care, we share, we laugh, we learn'

Special Educational Needs and Disability (SEND) Policy

'This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment'.

Contents

1. Rationale.....	1
2. Aims	2
3. Inclusion Statement.....	2
4. Definitions.....	3
5. Roles and responsibilities	4
6. SEND information report.....	8
7. Our approach to SEND support	8
8. Expertise and training of staff	11
9. Links with external professional agencies.....	11
10. Admission and accessibility arrangements.....	12
11. Complaints about SEND provision	12
12. Monitoring and evaluation arrangements	12
13. Legislation, guidance and policy links.....	12

1. Rationale

All pupils at St. Chad's CE Primary School have access to a broad, balanced and relevant curriculum whatever their individual needs; we aim to provide an environment in which every child can develop to their full potential. All pupils with Special Educational needs and/or Disabilities (SEND) are fully included in the educational and social life of the school.

At St. Chad's Primary, all staff have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs or disabilities and are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

SEND Code of Practice (2015)

2. Aims

Our SEND policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out our vision for inclusion for pupils with SEND
- Provide a clear definition of Special Educational Needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out our approach to SEND support

3. Inclusion Statement

At St. Chad's CE Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum and inclusion in all aspects of school life. All staff are committed to offering all pupils the chance to thrive and fulfil their aspirations:

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We provide scaffolded or differentiated learning opportunities for all children within school and utilise high quality learning materials. This ensures that all children have full access to the school curriculum and an appropriate level of challenge.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the gap in attainment and achievement between vulnerable groups of learners and others.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs or disabilities (SEND).
- Some pupils in our school may be underachieving but will not necessarily have a SEND. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have SEND and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's devolved SEND budget.

We therefore:

- Focus on individual progress as the main indicator of success.
- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic wellbeing.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Work collaboratively to identify and overcome potential barriers to learning.
- Set suitable challenging learning for every pupil.

4. Definitions

Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The SEND Code of Practice (2015) identifies 4 broad areas of SEND. Pupils can have needs that cut across more than 1 area and their needs may change over time; however, pupils identified within school as having SEND will be registered under one of the following categories as their primary area of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	Description
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia

	<ul style="list-style-type: none"> • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching to meet pupil needs
- The progress and development of every pupil in their class through scaffolded and, where appropriate, differentiated teaching and learning opportunities through a graduated approach.
- Liaising with the SENDCO
- to review each pupil's progress and development
- to consider if pupils are vulnerable learners, underachieving or have SEND
- to decide on any changes to provision.
- The effective deployment of resources including working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and link this to classroom teaching.
- Communicating with parents of children with SEND regularly and meeting termly to:
 - Listen to the parents' concerns and agree their aspirations for the pupil

- Set SMART targets and review progress towards them
- Discuss the provision and support that will help achieve the targets
- Identify the responsibilities of the parent, the pupil and the school
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice, 2015)
- Ensuring they follow this SEND policy and the SEN information report.

The SENDCo

The SENDCo at our school is Miss Jackie Matthews who can be contacted via a dedicated email address: sc-senco@stchadsprimary.net

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance and liaise with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services in relation to meeting the needs of pupils with SEND.
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Ensure the school keeps the records of all pupils with SEND up to date.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND Link Governor

The SEND Governor is Andie Wilson who can be contacted via email: Andie.Wilson@stchadsprimary.net

The SEND governor will:

- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.

The Head of School

The Head of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision and progress of learners with SEN and/or a disability.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support, which will be captured on their SEND Support Plan. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Expressing the best ways to support them
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded or adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. At St. Chad's Primary, parents are fully involved as partners in their child's learning and in supporting the early identification of SEND if required.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. English as an Additional Language (EAL) is not independently considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our inclusion provision (see the Inclusion Policy).

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. Parents, and children where appropriate, are encouraged to participate in reviews in relation to any identified additional needs three times a year, towards the end of each term.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS and given to their parents.

We will notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, this will be recorded on our management information system, Arbor, and we will take action to remove any barriers to learning and put effective special educational provision in place. Timely and appropriate intervention to support pupils with SEND will always take account of the need to maintain pupils' self-esteem and self-confidence. Often the provision will take the form of a scaffolded curriculum within the class, sometimes for a short period, sometimes for a considerable length of time.

In other instances greater support might be necessary in which case we would work in partnership with external agencies to support pupils with SEND.

SEND support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in a SEND Support Plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they 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 teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

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.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupil
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

1. School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

2. Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Leeds NHS Communication, Speech and Language Therapy
- SEND Inclusion Team (SENIT)
- Educational Psychology Service
- SENDIASS
- Virtual School for Looked After Children
- Child Health and Disability Occupational Therapist Team
- General Practitioners or Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- SENSAP

- Sensory Services:
 - a. Deaf and Hearing Impairment Team (DAHIT)
 - b. Visual Impairment Team (VIT)

10. Admission and accessibility arrangements

See our Admissions Policy, a copy of which is available on our website here: <https://st-chads-2022.webflow.io/policies> In particular, *"Children who have an EHC plan where St. Chad's Church of England Primary School is the school named in the plan will be allocated a place; this is a statutory entitlement which overrides the oversubscription criteria."*

Our Accessibility Plan Is also on our school website and In line with the Equalities Act 2010, we will not discriminate against disabled children, and will take all reasonable steps to provide effective educational provision.

11. Complaints about SEND provision

Where parents or carers have concerns about the SEND provision being provided for their child, they should first raise their concerns with the class teacher. If this does not resolve their concerns, parents are encouraged to contact the SENDCO on a dedicated email address: sc-senco@stchadsprimary.net We will try to resolve the complaint informally in the first instance; however, if this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made following the school's Complaints Policy available here: <https://st-chads-2022.webflow.io/policies>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

12. Monitoring and evaluation arrangements

This policy will be reviewed annually by Miss Jackie Matthews (Deputy Head of School, Inclusion Leader and DSL). It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

We are constantly looking for ways to improve our SEND policy and will do this by evaluating whether or not we are meeting our aims set out in section 2.

It will be approved by the governing board.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13. Legislation, guidance and policy links

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

This policy links to other school policies:

- SEND Information Report for Parents
- Single Equality Statement and objectives
- Accessibility Plan
- Relationships and Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Leeds Local Offer - <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>
- Admissions Policy
- Attendance Policy