



St Chad's CE Primary School Academy

St Chad's SEN Policy

2017 - 2018

SEND

(Special Educational Needs and Disability)

POLICY



Key persons/Responsibility:

SEND:

Persons Responsible for managing provision for children with SEN:

Patricia Hamer: 01457875151

Elizabeth Challinor: 01457875151 (NASENCo award)

Child Protection designated contacts:

Frankie Marsh (Headteacher)
01457 875151

Child Protection Co-ordinator in HT's absence

Elizabeth Challinor-Harris (AHT)
01457 875151

Brandon Fletcher (AHT)

SEND Governor
Rob Hadman

Child Protection Governor
Rob Hadman 01457 875151
robhadman@gmail.com

Every teacher is a teacher of every child or young person including those with Special Educational Needs.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012



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SECTION 1: BELIEFS AND VALUES

St Chad's believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the schools making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated, with successes rewarded where appropriate. St Chad's are committed to providing an environment that allows children with disabilities full access to all areas of learning.

Every teacher is a teacher of every child or young person including those with SEN

This policy was developed by the SENCo's and has been shared with a small focused group of parents and governors and reflects the SEND Code of Practice, 0-25 guidance.



SECTION 2: AIMS AND OBJECTIVES
AIM (THE LONGER VIEW)

St. Chad's: A learning community where people



Are happy and feel good about themselves.

Feel safe.



Always do their best to work through things that they do not find easy.



Value and show respect towards everyone.

Aim to achieve excellence.

Think the best of each other.



Recognise and appreciate each others strengths and talents.

Treat each other fairly.

OBJECTIVES

1. To identify pupils who have special educational needs and other additional needs, including disability or a medical condition.
2. To create an environment that meets the needs of these children enabling them to participate in all areas of school life.
3. To assess and monitor the effectiveness of this provision.
4. To work within the guidance provided in the SEND Code of Practice, 2014
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
6. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy.
7. To provide support and advice for all staff working with special educational needs pupils
8. To fully involve parents and carers in discussions about their child's SEN and the proposed provision for them.
9. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.
10. Wherever possible to consider the views of the child
11. To liaise effectively with those working with the child in the future to ensure transfers to other schools are successful.



SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified SEN. Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

The purpose of identification is to work out what action the school needs to take to meet the child's needs, not to fit a pupil into a category. At St Chad's Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following are additional factors which may impact on progress and attainment but alone do not constitute SEN:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour will be described as an underlying response to a need. At St Chad's we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.



SECTION 4: A Graduated Approach to SEN Support

Procedures

Quality First Teaching



Class Teacher raises concerns with parents and SENCo – advice



Advice is implemented support/strategies put in place.



Not SEN
No longer a Cause for Concern

Placed on monitoring list



Time for intervention to work



SEN
Support
Begin a PCR

Not SEN
Monitor as SEN support.



Termly
PCR Process



Outside Agencies
Support/Advice/Observations
/Early Help Referral

Continue PCR or return to
monitoring list.



IAP
EHC Plan



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SECTION 5: SEEKING EXTERNAL SUPPORT

External specialist services may be consulted and the following referral documentation can be part of the process for applying for additional funding and support from outside school.

- Single Point of Referral (SPOR) for Occupational Therapy, Speech and Language Therapy, Paediatrics, Physiotherapy.
- Common Assessment Form (CAF) for Child and Adult Mental Health Services and Educational Psychologist (the school pays for additional hours from the EP to supplement those normally available)

Traded Services – Quest and Educational Psychologist

Alison Bearn	(Educational Psychologist- specialist advice)
Ann Ashton	(Additional Educational Needs Service- initial advice of all areas.)
Maria Barber	ASD
Pam Hutchinson	Dyslexia
Afroza Talukdar	Dyspraxia
Hazel Moss	Specialist Advisory
Emma Willsher	Specialist Advisory
Ailsa Robinson	Specialist Advisory
Maggie Frost	SEBD
Beth Heron	Counsellor

Non-Traded Services

We consult organisations, health and social service departments, and the LEA. We work on a regular basis with the following

Various	(Speech Therapist)
Emma Borg/ Adele Park	(Saddleworth School SENCO)
Dr Howard	(Paediatric Consultant)
Janey Moore	(School Health Advisor)
Kay Wrench	(Visual Impairment Team)
Leanne Beaumont	(Early Years AEN)
CAMHS	(Children an Adolescent Mental Health Services)
Tanyia	Family Focus Team
Elaine Taylor	POINT
MAHDLO	
Oldham LEA	(Early help referral team)



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If we identify we are unable to fully meet the needs of a pupil through our own provision arrangements we need the following to support an application for additional funding from the LEA High Needs Block

- Evidence of lack of progress over time - assessment data and SEN plan reviews
- Evidence of the funding the school has deployed to address needs
- Evidence of input by an external professional
- Evidence of the child's SEN - rigorous assessment by SENCo
- Evidence of parent/carer's view – this cannot be pursued without active support from parent/carer
- Evidence of child's view as appropriate

With this evidence, additional funding from the High Needs Block could be applied for by asking the LA for an Education, Health and Care (EHC) needs assessment. The request for an EHC plan can come from the school or from parents/carers. An EHC plan brings the child/young person's education, health and social care needs into a single, legal document. They must have special educational needs to be eligible for a plan.

The full process for applying for an EHC assessment, including timescales, can be found at

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1442/education_health_and_care_plans_ehc_plans

Requesting an EHC needs assessment – this request can come from the school, parents or another professional who works with the child.

Deciding whether to conduct an EHC needs assessment - Once the LA receives a request they have up to six weeks to decide whether to carry one out. During that time, they will ask parents/carers the young person themselves and others – such as the school or other setting – for information to help them make that decision.

Conducting an EHC needs assessment - The assessment includes seeking information and views from the parents/carers and the child, as well as people who work with the child/young person, such as class teachers, doctors and educational psychologists.



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Deciding whether an EHC plan is needed - After the local authority has made its assessment, it will then decide whether or not an EHC plan is necessary.

Preparing an EHC plan - If the local authority decides to proceed with an EHC plan, they will work closely with parents/carers and the child/young person to make sure that the plan takes full account of views, wishes and feelings. The first draft will not include a named school, but parents will be asked to name a school when they respond to the first draft.

Once an EHC plan has been finalised, the local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided.

The local authority will review the child/young person's EHC plan at least every 12 months. That review will include working with parents/carers/child/young person and asking what they think and what they would like to happen.

Personal Budgets - A Personal Budget enables the individual to have choice and control over who provides help. The help will be described as provision in the Education Health and Care (EHC) Plan and will have been agreed with the relevant service provider. It is not always possible to offer a Personal Budget. Personal Budgets are not able to be used by the parent to choose how funding in school is spent.



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SECTION 6: CRITERIA FOR EXITING THE SEN RECORD

If a child with SEN makes sufficient progress so that they are no longer a concern (ie the gap between the child and their peers has narrowed, or bridged) they are removed from the SEN Record and continue to be monitored through the **ASSESS – PLAN – DO - REVIEW** cycle previously described.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

The link to the **LEA local offer** can be found on the school website –

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

The School provides an **SEN Information Report** on the website.

The School website provides links to other agencies who can support the family and pupil

St Chad's Primary School follows the admission arrangements as set out by Oldham LEA these can be accessed from their website [http:](http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

SECTION 8: 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (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.

The school has a policy on **Managing the medical conditions of pupils** and this can be accessed from the school website



SECTION 9: MONITORING AND EVALUATION OF SEND

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the head teacher or the SEN Governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.



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At St Chad's Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils

We do this by:

Providing a detailed annual report to the Governing Body.

SECTION 10: TRAINING AND RESOURCES

🏠 The school receives funding for SEN under three main headings:

- o **Element 1: an amount of money for each pupil in the school** - This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN.
- o **Element 2: The school's notional SEN budget** - The school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the notional SEN budget. Special educational provision is anything that is provided to meet a child's SEN that is "additional to or different from" provision made for all children. We endeavour to ensure that special educational provision is made to meet a child's SEN.
- o **Element 3: top-up funding** - If an EHCP or statement indicates that a pupil with SEN needs an exceptional degree of SEN support, the local authority may provide top-up funding to meet the cost of that provision.

The training needs of staff are identified and planned through the process of appraisal and through the needs arising of any individual child in the class.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The SENCOs regularly attend the Primary SENCo network meetings and Local Area Network meetings in order to keep up to date with local and national updates in SEND.



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SECTION 11: ROLES AND RESPONSIBILITIES

The School has a **Team** which has responsibility for overseeing the inclusive practice and pupil welfare in our school and monitoring the progress made by individuals and groups. The team consists of:

Peter Burnley (Head Teacher, with responsibility for managing the Pupil Premium Grant)

Patricia Hamer (Special Educational Needs Coordinator—SENCo)

Elizabeth Challinor (SENCo- NASENCo)

Rebecca Hunter (Assistant Head Teacher, who is also the designated teacher for Looked After Children)

Peter Burnley and Rebecca Hunter are the Designated Teachers with specific Safeguarding responsibility.



SECTION 12: STORING AND MANAGING INFORMATION

Each child's primary school record is retained at the school for the length of time that the pupil remains at the school. The record is transferred on to the child's next school when they leave. This record may contain:

Admission forms

Annual Written Report to Parents

Any information relating to a major incident involving the child (either an accident or other incident)

Referrals to any agencies or support service together with related reports or correspondence

Any reports written about the child

Any information about a Statement of Special Educational Needs and support offered in relation to the statement (or reference made to an accompanying SEN File)

Any information about EAL intervention

Any relevant medical information

Child protection reports/disclosures (should be stored in the file in an envelope clearly marked as such or reference made to an accompanying file)

Any information relating to fixed-term or permanent exclusions

Any correspondence with parents or outside agencies relating to major incidents or concerns

Special Educational Needs Files, including reviews and Individual Education Plans, are retained at the school for the DOB of the child +25 years.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually by the Governing Body.



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SECTION 14: ACCESSIBILITY

The school has an Accessibility Plan and an Equality Plan which describes current targets, strategies and outcomes of the schools successful accessibility planning approach.

SECTION 15: DEALING WITH COMPLAINTS

The School has a Complaints Policy which can be accessed on the school website.

SECTION 16: BULLYING

St Chad's have a Social Interaction policy that can be accessed via the Head Teacher



SECTION 17 :

APPENDICES

- Training list
- PCR proforma
- Individual Pupil profile
- Provision and Resources Map
- Cause for Concern
- Chronology