

Chalton Lower School

Special Needs Policy

Rationale

The Special Needs Policy takes careful account of the Education Act 1996, Special Educational Needs and Disabilities Code of Practice: 0 – 25 years [2014]; the Equality Act 2010, Children’s and Families Act 2014; the Policy for the LA [Central Bedfordshire], The Local Offer the IDP and the aims of the school as outlined in school documentation.

The school’s mission statement is ‘**Working together to be the best we can**’.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all the pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving social and economic wellbeing.

These well-being outcomes are embraced in every aspect of school life as the school offers: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; early intervention; flexible timetables; pupil participation in decision making; parents as partners in education; other schools, the local community and integration of all agencies involved with the pupil.

With regards to these beliefs the following document outlines the provision the school endeavours to achieve.

The Management of SEN

The SENCO is Miss E Noble [Head teacher] and she has responsibility for both the management and day-to-day operation of the SEN policy. The SENCO will:

- Liaise with and advise fellow teachers and support staff
- Oversee the records of all children with special educational needs
- Liaise with parents of children with special educational needs
- Liaise with external agencies including Central Bedfordshire’s Behaviour Support Team and voluntary bodies
- Contribute to the in-service training of staff

Admission Arrangements [see Admissions Policy]

The school adheres to the admission policy of the LA [Central Bedfordshire] and therefore has no special provision under admission arrangement for limiting or promoting access for pupils with SEN who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of SEN.

Access for the Disabled [See Accessibility Plan]

The school has provided some access for disabled pupils through ramps to all classrooms.

The school has a disabled toilet with handrails installed and emergency cord. The needs of the pupil will be taken into account when considering the timetabling arrangements in order to ensure full access to the curriculum is provided.

Special Educational Needs Budget Allocation and Analysis in Relation to the Delivery of SEN Support

With regard to the annual allocated budget as set out in the LA documentation and in line with the aims and beliefs of this policy document, the following outlines the basis on which the school plans the delivery of SEN support.

Analysis of Best Value

The SENCO and School Staff use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value:

- Pupils on the SEN list having made varying degrees of progress according to staff records
- Annual reading, spelling and diagnostic assessments demonstrate an individual's progress
- Comparative data from standardised tests are used as guidelines for assessing the pupil's ability in working to their full potential
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with special educational needs
- Monitoring of SEN provision via provision mapping

Future Planning

Future planning on SEN takes place in accordance with

- Ongoing evaluation of best value
- Ongoing SEN budget allowance
- School Development Plan
- Ongoing LA and government directives
- SDP and SEF
- Raise online DATA
- Ofsted Recommendations

Identification, Assess, Plan, Do, Review

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Identification at each stage will be in accordance with regard to the information as outlined in the Code of Practice. The triggers for intervention could be the teachers' or other concerns that progress is not being made despite differentiated learning opportunities.

Stage 1; the teacher gathers information for areas of weakness

- literacy, numeracy
- The child may have persistent emotional or behavioural difficulties which are not being addressed through the behaviour management strategies employed by the school.
- The child may have sensory or physical problems

- The child may have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- The teacher informs the parents and writes an Education Plan. The SENCO coordinates the provision in school. This may result in a dedicated session with a TA to further support progress towards the pupil's Education Plan targets. The Education Plan is reviewed termly.

Stage 2; If the pupil continues to make little or no progress in specific areas over a long period and remains substantially below that expected of children of a similar age, the teacher and the SENCO can be supported by outside agency involvement. This can involve an observation or assessment.

Stage 3, Education Health Care Plan; Should there be no significant improvement as detailed in 9.14 and 9.15 of the Code of Practice 2014, it may be appropriate to ask for an assessment of Education, Health and Care Needs [EHC] so that special educational provision can be made.

Process for Assess, Plan, Do, Review

- Formulating termly Education Plan
- Involving both parents and pupil in formulating the plan
- Undertake the agreed plan
- Reviewing Education Plans termly
- Termly liaison with teachers and support staff
- Termly liaison with parents
- Liaison with outside agencies as appropriate
- Annual Review of EHC
- Evaluation of action plan

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to;

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

To accommodate pupils who are designated to having special educational needs the school provides

- Teaching assistants
- Additional literacy support
- Additional numeracy support
- Additional reading support
- Springboard Maths groups
- 1-1 targeted support
- PHSE

Evaluating Success

SEN Records

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. Any appropriate information regarding individuals will be available in school for scrutiny at any time.

Monitoring of Provision

The SENCO will monitor the performance of children with SEN through the review of the Education Plans, lesson observations, pupil voice, regular meetings with staff, both teaching and support to discuss children, the SEN Action Plan and as part of the school assessment process. The SENCO provides feedback summaries to staff and governors. The SEN link governor will meet with the SENCO at least once a year to review the provision.

The SENCO will analyse and use whole school data to track SEN provision and progress.

The SENCO will identify the needs of staff in relation to training and continuous professional development.

The Role of Governors

There is a named Governor for SEN. The SENCO and Governor have responsibility to produce an annual report to the Governing Body, which will state the number of students in school and the school's effectiveness in the implementation of the SEN policy.

- Every child who has been identified as having SEN is registered as such
- Every child with SEN is able to participate fully in the activities of the school and has access to the full curriculum
- Adequate records are maintained with regard to each child's SEN
- Parents are kept fully informed and their involvement is sought
- The views of the pupils are sought and they are able to put forward their 'voice' through the School Council
- All members of staff are aware of those children who have SEN, and have more detailed knowledge of the needs of the children they teach.
- The SENCO, teaching and support staff should meet at least termly to discuss individual children
- Adequate provision of resources is made within the whole school's budget.
- SEN in-service training for staff [including learning support assistant] forms part of the school's INSET programme.

The Governing Body will review this policy annually and consider amendments in light of new recommendations and laws.

Parent Partnership

Parents are viewed as valuable partners in their child's education and are kept fully informed about this. We take into account the wishes, feelings and knowledge of the parents at all stages. The process for contact with parents in respect of pupils who have SEN will be:

- Initial record of SEN
- Changes between Stage One and Stage Two
- Change of provision
- Education plans of EHC [Education, Health and Care]
- Reviews
- Application for assessment of Education, Health and Care [EHC]

Parents can access independent support from the Parent Partnership Service.

They can be contacted on 0300 300 8088 or parent.partnership@centralbedfordshire.gov.uk They help direct parents to groups and individuals who can provide additional support.

The Local Authority publishes their Local Offer on the Central Bedfordshire Website. Support at all levels can be found here.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions. If there is cause for complaint parents should refer to the Complaints Policy which can be obtained from the school. If on pursuing complaints the parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the school's and LA's decision they have the right of appeal to the authorities SEN tribunal.

External Agencies, Facilities and Support Services

- Speech and Language
- Behaviour Support
- LAC service [Looked After Children]
- Sensory Impairment Service
- CAMHS [Children and Adolescent mental Health Services]
- Edwin Lobo Centre [Child Development Centre]
- Early Years Support Service
- Bedford Community Health Services [Nurses]
- Jigsaw Centre [Behavioural Support Centre]

Links With Other Schools

- The Harlington Area Schools Trust [HAST] of which there are 13
- The Hearing Impairment Provision at Toddington St Georges and Parkfields Middle School
- The Jigsaw [Behavioural support]

The school will ensure that transition arrangements between year groups, key stages and schools for children with SEN is completed so that receiving teachers are aware of needs.

Chair of Governors.....Mrs Tracy Thomas

September 2017

Review September 2018

Special Educational Needs and Disabilities Regulations Code of Practice – 0 – 25 Years [2014]

Working Together to Safeguard Children 2013

Supporting Pupils at School with Medical Conditions 2014

Equality Act 2010