



Cheadle Primary School – Special Educational Needs and Disabilities (SEND) Policy

Aims of this SEND Policy

The aims of our special educational needs and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should I do if I think my child may have special educational needs?

- If you have concerns, then please firstly discuss these with your child's teacher/subject teacher/form tutor. This then may result in a referral to the school SENDCo whose name is **Mrs D. Satongar** and whose contact details are **Telephone- 01538 483931 E mail- dsatongar@chadle-
primary.staffs.sch.uk**
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENDCo and external verifiers
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. work sampling on a termly basis
 4. scrutiny of planning
 5. teacher meetings with the SENDCo
 6. pupil and parent feedback when reviewing target attainment

7. whole school pupil progress tracking
 8. attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report
 - All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
 - Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team and at the school's Pupil Progress Meetings.
 - Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
 - An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
 - Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
 - SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
 - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment Team
 6. Visual Impairment Team
 7. Autism and Sensory Support in Staffordshire (ASSIST) Post 16

- 8. Educational Psychologist Service
- 9. Educational Welfare Officers
- 10. Physical and Disability Support Service
- 11. Social Services
- 12. School Nurse
- 13. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

It is expected that supportive learning environments in the school will meet the needs of the majority of students. Through the processes of differentiation and good/outstanding classroom management strategies, the individual needs of pupils should be met without requiring additional support arrangements.

Where children are making slow/inadequate progress, additional support is arranged. In making the decision to put in place this additional targeted support (intervention work), the class teacher will have considered whether:

- The pupil is working at National Curriculum levels significantly below those designated for their Key Stage in specified areas of the curriculum.
- The pupil has made little or no progress generally.
- The pupil begins to show signs of emotional/social difficulties that are beyond the expected norms of a student of that age. They will also consider which of the four areas of need, (outlined in the New Code of Practice), that the child requires support in:
 1. Communication and Interaction
 2. Cognition and Learning

3. Social, Mental and Emotional Health
4. Sensory/Physical

A graduated approach is taken to ensure all pupils make progress through quality first good/outstanding teaching. Where pupils are falling behind or making inadequate progress, given their age and starting point, they are given targeted support either in small groups or 1:1 and class teachers meet with parents/guardians to discuss and agree targets, and put in place intervention work to support the child. This intervention work is recorded and evaluated on a Classroom Intervention Plan (CIP).

Types of interventions offered at Cheadle Primary School:

Fischer Family Trust Reading Intervention
Precision Teaching
Better Reading Partner
Talk Partners
Sentence Smashers
Motor Skills Support
Time to Talk
Every Child Counts (1st Class@Number)

Intervention work in small groups or 1:1 are short term and reviewed regularly by teaching assistants, class teachers and the SENDCo. Parents/guardians and pupils are invited to share their comments at the reviews. If following intervention work there is little or no impact on a child's progress, then class teachers meet with parents/guardians and the SENDCo, to place a child on an Initial Action Plan, where further targeted support will be given and advice or support will be sought from the Local Authority and outside agencies.

Outside agencies we have links to:

- School Nurse
- Health Advisors
- Educational Psychologist
- SENSS
- Behaviour Support

- Speech and Language Therapists
- Autism Outreach Team
- Arch
- Social Workers

All the students with special needs are fully integrated into all aspects of school life. There are no activities from which students with SEN are excluded, due to their having special needs. All students share the same curriculum entitlement and whilst there is setting in some subjects, there are no separate special educational needs classes. Students with SEN are given additional support to ensure that they are able to participate in extra-curricular activities and visits.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting systems and Parents' Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or a member of the senior leadership team. Please contact the school office who will arrange one for you.

Classroom Intervention Plans:

Monitoring the additional provision for SEN is the responsibility of the class teacher, SENDCo, Assistant Headteachers and Headteacher. If a child's progress concerns the class teacher, they will put in place targeted intervention work to support this child either in a small group or 1:1. At this point parents/guardians are involved to ensure they are aware of their child's additional needs. These targets are reviewed at the end of intervention work, where again parents are invited to comment on their child's progress towards these targets. If the intervention work shows little or no impact, the class teacher and SENDCo then place the child on an Initial Action Plan where advice and support is sought from the Local Authority and outside agencies.

Initial Action Plans:

The Initial Action Plan involves a more detailed assessment of the student's special educational needs and at this point a child is placed on the school's SEN register. Once a child is placed on an Initial Action Plan, the SENDCo may request information from other sources, including school support agencies. They may also call upon the expertise of external specialist support, in order to gain a clearer understanding of the student's needs and strategies to support the child. The student may be withdrawn from subjects to work on their targets, concentrating on the development of basic skills. Monitoring and reviewing the additional provision remains the responsibility of the class teacher and the SENDCo. Parents/guardians continue

to be involved at this stage. They are asked to meet with the class teacher to discuss the area/areas of need and how these will be addressed. Parents/guardians are kept informed of the progress being made towards SMART targets within these plans, the effectiveness of the intervention support and further action. The student's progress will be reviewed and relayed to students and parents/guardians at termly formal reviews, in addition to Parents' Evenings and the annual school report.

Statements/EHC Plans:

A Statement of Special Educational Needs which will now be known as an Education and Health Care Plan (EHC) will be issued to students where the degree of severity or complexity of their needs indicates that this is appropriate. Having considered all the evidence from the parents/guardians, the student, the school and other agencies, the LA must decide whether to give the student an EHC. In issuing an EHC, the LA concludes that the special educational provision necessary to meet the student's needs cannot reasonably be provided within the resources of the school. The LA prescribes the actions the school must adopt in addressing the needs of the student and outlines this in the EHC. EHC plans will replace statements. Those children who are currently on a statement will continue with this until it is due to be reviewed and reassessed.

A firm principle on which the special educational needs provision is based at Cheadle Primary School is that the most effective support is provided for a child when the school and the child's parents/guardians work together to help the child succeed. This principle is embedded in all the procedures relating to special needs. If pupils are considered to need additional help, parents/guardians are informed and offered the opportunity to speak to the child's teacher or the SENDCo. If a child is being considered for placement on an Initial Action Plan and the SEN register, the parents are informed, asked for their comments and invited to come into school to discuss how they and the school can work together, to address the needs of the child. They are fully involved in a plan of action for meeting their child's needs and setting targets to help them to make progress. The child is also encouraged to contribute his or her views and is involved. Students on Initial Action Plans and those with statements/EHC Plans are reviewed regularly and these reviews always encourage the active participation of parents/guardians and ways in which they can help their child at home. At Cheadle Primary School, we are convinced that partnership between home and school is the most effective way of meeting special needs and we will continue to try and involve parents as fully as we can.

How will you help me to support my child's learning?

- Please look at the school website. It can be found at: www.cheadle-primary.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, some newsletters during the term include a section that identifies local learning opportunities such as how to join the local library, places to visit, etc.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school has completed the Anti-Bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.

What training do the staff supporting children and young people with SEN undertake?

In the last two years, school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with medical issues such as diabetes and asthma

- How to support pupils who may need lifting

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and the SENDCo on:

- Talking Partners
- Attendance at the termly SENDCo Update
- Better Reading Partners
- Fisher Family Trust Reading Support
- 1stclass@number
- Sentence Smashers

Specialist training has been provided to the SENDCo on:

- The SEN Coordination award
- Attendance at termly SENDCo updates

The school has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils

The NHS Speech Language Therapist is available to assess and plan support for targeted pupils through a referral from the school, the school nurse or GP. This is then delivered by an appropriate person within school.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

In recent years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located on staff car park, next to Children's Centre
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced steps into school to ensure the site is accessible to all

- Two toilets have been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- There are lifts to allow full access to all buildings

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 6)

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's Y6 pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (Schedule 1: Point 5)

The school receives funding to respond to the needs of pupils with SEN from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants, e.g. nurture groups, literacy and numeracy support
- Specialist intervention strategies such as Fisher Family Trust Reading
- Specialist support from teachers, e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEN for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- Discussions with the class teacher, SENDCo or senior leadership team member
- During parents evenings

How does the school support children with Dyslexia or Dyslexic Tendencies?

Cheadle Primary School is a Dyslexia Friendly School. This means that we offer:

- Understanding of dyslexic difficulties
- Understanding of dyslexic strengths
- Specialist training for staff
- A whole school approach
- Good inclusive practice
- Support for all children with difficulties

Information about how we specifically support children with Dyslexia or Dyslexia tendencies can be found in our school's Dyslexia Friendly policy.

Who can I contact for further information or if I have any concerns? (Schedule 1: Point 7)

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN. This is Mrs L. Burke c/o Miss C. Chell School Office

Support services for parents of pupils with SEN include:

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

Information on where the Local Authority's Local Offer can be found.

This policy takes into account the requirements of the following-

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2nd draft April 2014)
- **Equality Act 2010**
- **Children and Families Act 2014**

References

- Staffordshire schools have been advised that they may like to use the questions produced by the Pathfinders authorities in order to produce their school local offer. These can be found on pages 17-18 in the *SE7 Local Offer: Framework and Guidance*.
<http://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>
- Barnsole Primary Local Offer <http://www.barnsoleprimary.medway.sch.uk/OurSchool/Documents/Local%20Offer.pdf>

Schools admission codes 2012 <https://www.gov.uk/government/publications/school-admissions-code>

Staffordshire guidance <http://education.staffordshire.gov.uk/Pupil-Support/School-Admissions/Admissions.aspx>