

SEND Policy

Chenderit School will strive to create a safe and inclusive environment for all of our students, staff and individuals working in collaboration with the school. No member of our school community will be treated less favourably due to protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. As Chenderit School is a fully inclusive school we welcome all children from the local community. The Governors are committed to ensuring that the admissions to the School reflect the full range of abilities.

Introduction

One of the aims of Chenderit School is to maximise the academic attainment and personal achievement of all students, and to create a culture of achievement in which all students can thrive. The School aims to provide a broad and balanced curriculum which is seen as an entitlement and should be accessible to all students regardless of their abilities.

It is the responsibility of all teachers to respond to students' diverse learning needs and to make provision within their planning and delivery to meet these needs. The Inclusion Team have a responsibility to assist this planning and delivery so that every student's needs are met. Students may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Statutory Framework

The School SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years January 2015
- Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)

Aims:

- To create an environment that meets the special educational needs of each pupil by offering full access to, or a sufficiently differentiated curriculum to allow inclusion at each stage of education.
- To identify the roles and responsibilities of staff in providing for children with special educational needs.
- To ensure parents/carers play a vital role in their child's education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered.
- Students' views will be sought and taken into account. All students will be encouraged to participate in their review process and the and monitoring of their progress.

Objectives:

- To meet each pupil's SEND by thorough assessment, provision of appropriate resources, close monitoring and evaluation of pupil progress, along the continuum of needs and provision.
- To encourage parents/carers to support their child by keeping them fully informed of their child's progress and to encourage their involvement through the review process.
- As far as possible, to give the opportunity for all students to have their particular learning needs met within the classroom setting, in teaching groups with their peers.
- To recognise that all staff have a responsibility for students with SEND, and will respond to the challenge of meeting these needs, through differentiation of resources. Staff will employ a variety of teaching styles in order to give all students the opportunity to succeed.
- To raise self-esteem by the use of positive reinforcement.
- To define procedures so that all staff are informed about the Code of Practice (2015) and its requirements.
- To ensure that systems are in place to monitor and assess students with SEND.
- To disseminate essential information to teachers to inform their planning.
- To ensure access to other school initiatives that will enhance pupil achievement at school.
- To use the expertise of external agencies to support and inform the learning of SEND students.

- To monitor the effect of the implementation of this policy.

Our Special Educational Needs Co-ordinator

For the 2016-2017 academic year, our SENCO is Debbie Coleman, BA Hons, PGCE Post Graduate Certificate. She will have responsibility for the policy development and implementation, assessment and provision for individual pupils. Mrs Coleman will work with other professionals (when required) who may be able to help. e.g. an Educational Psychologist or Speech and Language Team (SALT). You may contact the SENCO through the contact information found below:

Email: dcoleman@chenderit.northants.sch.uk

Tel. No: 01295 711567

Other key contacts include:

- Mrs Helen Broady Bennett – Assistant
- Mrs Jan Hooper – Safeguarding, Student Welfare and Parent Support Manager
- Mrs Alison Smith – Deputy Safeguarding, Student Welfare and Parent Support Manager

Special Educational Needs and Disability

The Special Educational Needs Code of Practice definition of Special Educational Needs states: Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local educational authority;
- c. are under compulsory school age and fall within the definition of a or b above, or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty if this is solely because the language or form of language of their home is different from the language in which they will be taught.

At Chenderit School, we recognise that all students have individual needs most of which can be met through high quality teaching and effective support in the classroom. However, there will be some students whose needs are such that they require extra provision/support.

Four Areas of Need

The SEND Code of Practice outlines four main areas of need

	Definitions	Examples
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Management of Special Educational Needs

Roles and Responsibilities

The Headteacher of the School will:

- Have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Governing Body fully informed.
- Work closely with the SENCO and the Inclusion Team.

The Inclusion team /SENCO will:

- Manage the identification and co-ordination of students with additional needs within the four main areas detailed in the Code of Practice and will identify students to be placed on the Special Educational Needs Register (SEN).
- Be responsible for referrals to outside agencies.
- Attend and contribute, when necessary to Annual Reviews, for students with statements/EHC plans.
- Use information provided by parents/carers, primary schools, SATs results, CAT scores and other data available to ensure students requiring extra support are provided for appropriately.
- Co-ordinate provision for students with SEND.
- Maintain the School's SEN Register and oversee the records of all students with SEND and disseminate relevant information to all parties.
- Liaise with parents/carers and external agencies.
- Liaise with and advise colleagues.
- Contribute to the in-service training of all staff.
- Oversee additional provision, such as the Nurture Group and TheHub.
- Oversee the effectiveness of the SEN Team using research and evidence to develop practice.

Curriculum Area Leaders will:

- Be responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all pupils, including those with SEND.
- Ensure that they and their curriculum areas use the baseline testing information to inform appropriate differentiation.
- Ensure that assessment data is used rigorously to deliver appropriate material for identified students.
- Ensure lesson plans reflect the needs of identified pupils.
- Ensure that 'shared expectations' are discussed and acted on by teachers and the SEN Team termly using the school tracking progress system.

Teaching/Learning Support Assistants will:

- Support pupils with SEND in whole class lessons, in small group work, and in one to one sessions depending on need.
- Act as a 'Key Worker' to targeted students.
- Provide individual/group programmes of work to meet the needs of pupils with SEND.
- Monitor student progress, keeping up to date records of progress against targets set.
- Contribute to writing and reviewing of targets for students with statements/EHC plans.
- Liaise with parents/carers in monitoring and developing appropriate support for their children.
- Contribute to reports for annual reviews for students with statements/EHC plans and attend annual review meetings when appropriate.
- Liaise with other agencies when appropriate.
- Report to the SENCO regularly on pupil progress and curriculum issues.
- Work collaboratively to ensure consistency of support for pupils requiring additional support for emotional/behavioural difficulties.
- Develop their practice by utilising research such as, 'Making Best Use of Teaching Assistants' - Education Endowment Foundation, Spring 2015.

All Staff will:

- Make every effort to ensure full access to the curriculum for students with SEND.
- Ensure that the classroom environment is supportive.
- Make use of information provided by the Inclusion Department and refer to support agreements when planning.
- Provide information as required.
- Use the support agreements when planning resources/lessons.

Admissions Arrangements

- All students will be admitted to the School according to the School's Admission Criteria.
- All staff will ensure that students with SEND admitted to the school will join in the activities of the school, together with other students, as far as possible.

Students' successful transfer to the school will be supported by:

- A parent/pupil interview to determine any previous or continuing SEND.
- Transfer week / Summer School.
- Information will be sought from feeder primary schools regarding students previously identified as having SEND, together with any other relevant information, including attendance, medical conditions etc
- Liaison with external agencies.
- Visits will be made by Ruth Hoose and Debbie Coleman to local primary schools in the summer term.
- Where possible a member of the Inclusion team will attend Year Six Annual Reviews.

Information collected from above will be disseminated to staff and used to ensure that pupils are sensitively grouped to enable pupils the fullest access to a broad and balanced curriculum, including the National Curriculum and our Education with Character initiative.

Students may be directed to Chenderit School if it is the named school in Section IV of a pupil's EHC plan of Special Educational Needs. All EHC Plans of students who are requesting placement at Chenderit School will be considered by the Headteacher and SENCO.

The School is also committed to ensuring that pupils with SEND needs (current and prospective) are not treated less favourably and reasonable steps are taken to avoid putting pupils with SEND at a disadvantage in matters of admissions.

Special Facilities

Chenderit School is committed to ensuring that students with physical disabilities can enter and leave the premises in safety and comfort. There are facilities for pupils with physical disabilities at Chenderit School. The school building permits easy access for physically disabled students with limited mobility e.g. wide doors, wide corridors and disabled toilets. Students with specific learning difficulties will have access to a number of intervention programmes and support from an SEND teacher and/or a Learning Support Assistant depending on area of need.

Medical Needs

The SENCO is the designated member of staff for students with medical needs. Staff will meet with the parents/carers and child to learn more about the medical needs and the recommended strategies to be implemented. A risk assessment and a Health Care Plan will be devised to ensure that pupils are safe and happy in school. All information is disseminated to teaching staff and the First Aid Team. Chenderit School staff may liaise with external staff, such as hospital teams, to ensure the best possible continuing care.

Identification, Assessment and Review Procedures:

As outlined in the new Code of Practice (Jan 2015), a graduated approach is used to identify, assess and provide for students with SEND.

The early identification of SEND is desirable to minimise difficulties later on. The process is ongoing but concerns may be identified at any time in a student's school career from any of the following sources:

- Information gained at primary/secondary transfer
- Baseline testing
- Concerns raised by external agencies
- Concerns raised by pupils themselves
- Concerns raised by parents/carers
- Referral from class teachers, form tutor, AEN teacher, Teaching/learning support assistants
- Regular on-going teacher assessment

Once a pupil has been identified as having SEND, he/she is assigned SEND support and the intervention recorded on the provision map.

Phase 1

If a pupil is a cause for concern, subject teachers, form tutors, curriculum area leaders identify the pupil's needs, collect information and take initial action; for example tutor report, parent meeting and regular home contact.

The School's SENCO takes responsibility for gathering information and for offering advice and strategies to inform teachers on differentiated planning for pupils with SEND in the classroom.

For those students who are identified as not making expected progress, they will be placed on the SEN register and the class teacher will differentiate the work to ensure the child's special educational needs are met. It is recognised that all teachers should have the skills to identify individual learning needs and to plan appropriate lessons for all pupils to be able to experience success. All Chenderit School teachers have high quality teaching at the core of our provision. All teachers assess, plan, do and review to ensure that all pupils are making progress.

If a pupil is not making expected progress, then he/she will follow other programmes of intervention. A pupil may need some extra intervention for a short period of time, progress may improve and therefore intervention is no longer deemed necessary.

If a pupil's progress continues to be of concern to teachers and parents/carers and the learning gap is widening further between pupil and peers, it may be necessary to involve other agencies for advice and support for implementing a more 'tailor made' approach to support.

Phase 2

If a pupil is not making adequate progress (defined below) and requires a more individualised approach to support, then they will be discussed at intervention meetings and further work / interventions will be implemented. Support here will be differentiated further and progress continued to be monitored carefully.

Not making adequate progress is defined as:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's area of weakness
- Shows signs of difficulty developing literacy or mathematical skills, which result in poor attainment in some curricular areas
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management techniques usually used in school

- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and /or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

If the child makes sufficient progress over a given time, he/she will no longer be deemed as needing SEND support. If the pupil continues to make little or no progress, despite receiving an individualised programme and/or targeted support and after considerable review of the strategies the School, with the parents/carers' consent, may request a full assessment of a pupil's needs by all professionals involved with the pupil and request the initiation of an EHC plan.

Education, Health and Care Plans:

Where pupils' continue not to make expected progress and/or progress does not match their previous level, despite high quality teaching and focused interventions, it may be that the child has SEND. Detailed information will be collated: including consultation with parents/carers; seeking the child's views; meeting with teachers and the completion of internal and external assessments.

Guidance and support will be requested from other professionals, with consent. This might include: Speech and Language Therapy services; Mentoring teams; Educational Psychological Service and medical professionals.

The Local Authority will collect and review all the information from every professional working with the pupil and from the parents/carers. If appropriate, an Education, Health and Care Plan is devised. In the EHC, the needs, targets and the provision to support the pupil are clearly outlined. Chenderit School work in partnership and collaboration with external services to ensure that the child's needs are being met and they have every opportunity to succeed.

EHC Plans are reviewed annually and involve all agencies supporting the child. EHC Plans are not static. If a pupil has made adequate progress and is able to work within the classroom without the additional support that the EHC Plan defines then an EHC Plan can be withdrawn. However, if that is not the case then the EHC plan is in place to support the child to adulthood (age twenty-five).

Students with English as an Additional Language

The co-ordination within the Inclusion team of support for students for whom English is an additional language ensures that bilingual students who also have SEND are identified and their needs addressed.

Links with other Agencies:

The School works in partnership with the external agencies in supporting pupils with Special Educational Needs and Disabilities to ensure that provision is highly effective for the child. These agencies offer advice and guidance on working with specific pupils, in accordance with provision outlined in the pupil's EHC plan/statement.

The school has a named, allocated Educational Psychologist who provides a set number of visits each year on a formula, which takes into account a range of factors. At the beginning of each academic year the SENCO and EP have a planning meeting at which priorities for the year's programme of work are identified. Case load is flexible and on-going. Parental consent is always sought before the EP works with a student.

Speech and Language Therapists are specialists in the areas of language and communication impairment.

Other Agencies consulted may include:

- Social Services
- Physiotherapy Team
- CAMHS
- Multi agencies team
- Hospital Outreach Teams
- Teacher of the Deaf

These services can be used not only to provide information and advice about a range of SEND but may also be used to provide direct support to students.

Partnership with Parents/Carers

All staff at Chenderit School seek to work in partnership with parents/carers in supporting all pupils, especially those with SEND. The involvement of parents / carers is vital throughout the identification and assessment process. The wishes, feelings and knowledge of parents/carers is taken into account and parents/carers are encouraged to make an active contribution to their child's education. Regular meetings are held to share the progress of SEND students with their parents/carers. Parents/carers are informed of any outside agency intervention required and will be informed about their child's SEND and progress at all stages of the Code of Practice (2015). When a statutory assessment is requested the LA will seek parental/carer views, prior to considering the need to issue an EHC Plan.

Parents/Carers of students who are in receipt of an EHC Plan will be invited to contribute their views at Annual Review meetings; during three structured meetings each academic year and at Parent/Carer events organised by the Inclusion Team.

Pupil Participation:

Pupils will be fully involved in the target setting and reviewing of progress with their teachers and support staff. Their views will be sought and respected. All students with EHC Plans/Statements will take an active role in the annual review process and meetings.

Links with other schools:

The Headteacher is responsible for ensuring that records on any child transferring between mainstream schools are received within two weeks of the child's transfer. Should any child with SEND transfer to or from another school, records are requested and passed on in the usual manner. Arrangements relating to secondary transfer of students with SEND are as follows:

- The Inclusion Department will endeavour to ensure that the appropriate SEND information is transferred from primary schools
- The SENCO will liaise with the LA in order to obtain a copy of the students most recent EHC Plan.

Evaluation and Review of the SEND Policy:

The policy should be reviewed and evaluated against the success criteria, on an annual basis.

Complaints Procedure:

Any complaint regarding SEND provision should be directed to the pupil's teacher / form teacher initially. If the concern cannot be resolved at this level, the matter should be referred to the SENCO. If this proves unsatisfactory, a meeting should be sought with the Headteacher of the School.

Further information

Please see the SEND Information Report.

Accessibility:

Chenderit School seeks to be sensitive to the needs of each and every child, reducing barriers to learning and making the curriculum accessible to all children. When necessary, reasonable adjustments to physical and other arrangements of the school are considered, this will be done whilst taking into account the nature of any impairment, pupil and parent views and advice from teachers and other professionals. Prospective parents are asked to inform the school of any disabilities or additional needs their children may have when registering. Continuing communication between parents and staff is vital to ensure that reasonable adjustments can be considered where necessary, whether impairments were apparent when the child entered the school or developed at a later stage.

The following is a sample of the types of support on offer for students at Chenderit.

SEND Type	Description of types of support which may be appropriate
ADHD	<ul style="list-style-type: none">• Access to fiddle box• Timeout card• Access arrangements in the form of rest breaks or prompters• Anger Management groups• In class TA support
ASD	<ul style="list-style-type: none">• Visual timetables• In class ASD strategies as recommended by the Autism Education Trust• Social Skills group• Supported breaks and lunch groups• Supported Homework Club• In class TA support
Anxiety Disorders	<ul style="list-style-type: none">• Pastoral support• Mentor in school• Access to counselling service• Where appropriate, alternative timetables can be offered
Dyslexia, Dyspraxia and Dyscalculia	<ul style="list-style-type: none">• Coloured overlays• Reading Pens• Access to word processor during exams• Access arrangements in the form of extra time, reader and / or scribe.• Read, Write, inc literacy intervention• Literacy support• Numeracy support• In class support, TA support where appropriate
Hearing Impairment	<ul style="list-style-type: none">• In class support, TA support where appropriate• Use of FM microphones and other specialist equipment• In class strategies as recommended by the teacher of the deaf.
Physical Disability	<ul style="list-style-type: none">• Support with physiotherapy• Wheelchair access throughout the school• In class support, TA support where appropriate• Support with toileting
Visual Impairment	<ul style="list-style-type: none">• Adapted / enlarged resources

The following is a sample of the types of agency involvement that may be used.

Agency Name	Description of Services
CAMHS (Child and Adolescent Mental Health Services)	Young people's mental health service. They can assess and support young people for ADHD, ASD and mental health issues.
PCAMHS	A screening service for Oxfordshire CAMHS
Service Six	Youth counselling service. They provide fixed term interventions for a wide range of issues.
Time 2 Talk	Counselling service.
Educational Psychology Service	<p>Promote positive child development and learning through application of psychology – the study of the mind and learning, human behaviour and relationships. They help children and young people overcome barriers to successful learning. These barriers might arise from:</p> <ul style="list-style-type: none"> • Learning difficulties and special educational needs (SEN) • Behaviour, social or emotional needs • Physical, medical or sensory needs.
Early Help for Disabled Children Team	The Early Help for Disabled Children Team (EHDC) provides support for children with disabilities and their families, aged 0-18yrs.
Autism Outreach	Support for young people with ASD and for their families.
Social Care Services	Statutory agency
SENDIASS	Support for parents of young people with a SEND
Hospital and Outreach Education Teams Northamptonshire and Oxfordshire	Teaching service for students not medically well enough to attend school.
Hearing Impairment Team	<p>The support team for deaf children and young people includes:</p> <ul style="list-style-type: none"> • Teachers who are specialists in hearing loss and child development / learning • An educational audiologist • Teachers of British Sign Language • Communication Support Workers • Professionals with expertise in working with deaf pupils who have additional needs
Visual Impairment Team	The Visual Impairment Service works in all county schools with pupils who have a visual impairment, supporting the work of the school in enabling these pupils to achieve their full potential. They also work in the home with pre-school children.
Northamptonshire Carers	Support for parents who provide care for their children that have a disability.
Northamptonshire Young Carers	Support for young people that provide a significant amount of care for others in their family.
Early Help Prevention Team	Referral service for a 6 month family support intervention.
Targeted Prevention Team	Local Authority identified families to receive extended and intensive family support.