



Chandag Road, Keynsham, Bristol, BS31 1PQ
Telephone: 0117 986 3614
www.chandagjuniorschool.org.uk

Policy for Special Educational Needs & Disability

Policy referenced in statutory guidance (Gov.uk - Advice on statutory policies for schools) Statutory guidance: DfE Special Educational Needs and Disability (SEND) Code of Practice April 2014 Review frequency: annual and as necessary	
<i>Status</i>	<i>Date</i>
Last review	Dec 2019
Next review	Sept 2020

Our school is committed to inclusive practice and to meeting the needs of all students and improving their outcomes.

We hold the view that ALL children have the right to high quality education.

We will encourage and teach every one of our children to become valued members of our school community irrespective of attainment, gender, disability, ethnicity, religious belief, culture or background.

Purpose

The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability 0-25 Code of Practice (2015) are in place at Chandag Junior School.

This policy is designed to ensure that all students who have Special Educational Needs and/or Disabilities, as defined by the 2014 Code of Practice, have those needs addressed efficiently and effectively.

It complies with the statutory requirements of the following legislation:

- Children and Young Persons Act 2008
- Equality Act, 2010
- Teaching Standards, 2012
- Schools SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Children and Families Act, 2014
- SEN/D Code of Practice 0 – 25, September 2014
- Keeping Children Safe in Education, 2018

Summary

This policy describes the way in which Chandag Junior School provides for children with Special Educational Needs and Disabilities (SEN/D); it explains how an inclusive environment is created and maintained within the school to ensure the progressive removal to barriers to learning and participation by children with SEN/D in mainstream education. It complies with the guidance contained in the *SEN/D Code of Practice (2014)*.

SEN/D Policy Objectives

- To define the SEN/D support measures to be implemented by Chandag Junior School and ensure that they are delivered in a professional and timely manner.
- To allocate appropriately trained staff to the roles of Special Educational Needs Co-ordinator (SENCO) and Inclusion Leader to take responsibility for implementing the requirements of this *SEN/D Policy*.
- To identify pupils who have special educational and additional needs at the earliest opportunity and provide the necessary support measures.
- To raise the aspirations and expectations for ALL pupils with SEN/D, value their contributions, promote their individuality and recognise their successes.
- To educate pupils with SEN/D alongside their peers, wherever possible, taking into account the wishes of the pupil and their parents/carers.
- To provide a broad, balanced and differentiated curriculum to allow all children to reach their full potential by stimulating their curiosity, interest and enjoyment in learning.
- Develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To nominate a member of the Governing Body to oversee SEN/D activity within the school.
- To fully involve our pupils, parents /carers in the identification, assessment and delivery of SEND support to seek improved outcomes for our pupils with SEN/D.
- This policy will be reviewed annually in line with the SEN/D Code of Practice.
- It will be shared with the school governors, all school staff and placed on the school web site.
- Any alterations will be made to other sections of the policy as appropriate at this time

Definition of SEND

The SEN/D Code of Practice 2014 defines SEN and Disability as the following:

SEN:

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 the same age. Special educational provision means educational or training that is additional to, or different from, that is made generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The following areas are not necessarily SEN but may impact on progress and attainment and these will be taken into consideration as part of our Inclusion Policy:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of a Pupil Premium grant
- Being a looked after child

SEN/D categories

The following four broad categories give an indication of the range of needs that we plan for:

- **Communication and Interaction** such as speech and language difficulties or Autism Spectrum Disorder (ASD)
- **Cognition and Learning** including moderate to severe learning difficulties and specific learning difficulties that encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health difficulties** including Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorders.
- **Sensory and/or Physical needs** such as visual, hearing or multi-sensory impairment.

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to enable the development of appropriate adaptations to the curriculum, not to fit a student into a category.

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEN/D. Any concerns relating to a student’s behaviour may sometimes be described as an underlying response to a specific or range of needs. In school, we endeavour to recognise and identify this through our understanding of the student.

SEN/D Identification and initial School Support Measures

The 2014 Code of Practice for SEN/D clearly states that ‘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’.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Therefore, class teachers are primarily 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.
- Teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of students who are at different levels of ability and who work at different rates.
- All teachers use inclusive teaching strategies, for example ensuring different coloured paper is available for dyslexic learners as well as using a default coloured background on the interactive touch screens and a dyslexic font; all classrooms are SEN/D friendly and that all resources are accessible, where possible, for all students
- Every child is formally assessed up to three times per year in reading comprehension, writing, grammar, punctuation and spelling and mathematics. These evaluations, together with a range of informal assessments, are used to inform the school’s tracking and monitoring system.
- The school adopts the B & N.E.S graduated approach to the provision of SEN Support consisting of four phases - **assess, plan, do** and **review**. This method provides a living support plan which records exactly what needs have been identified, what support is effective, the clear outcomes to be achieved within an agreed time frame and who is responsible for maintaining and updating the plan.
- In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupils’ progress, alongside national data and expectations of progress. For higher levels of need, specialised assessments will be requested from external agencies and professionals.
- This information gathering will include an early discussion with the pupil and their parents/carers. During the discussion the needs of the pupil will be assessed by considering the needs of the whole child and not just their special educational needs – see the school’s One Page Profile (*Appendix 1*)
- In determining the nature of support needed, the expected progress and attainment/desired outcomes will be considered as well as the views and wishes of parents/carers. This information will be recorded by the school and a copy given to the parents/carers (OPP and Pastoral &/ Learning Support Plan (PLSP)).

- Whatever level of support is provided, a clear date for reviewing progress will be agreed and the school will ensure that the parent/carers, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes.
- A One Page Profile and/or PLSP and a Provision Map will be provided as appropriate. Completion of these will mean that the pupil will be placed on the school's SEN/D Provision Mapping and SEN/D Register.

Managing pupils' needs on the SEN/D Register

- All pupils receiving SEN support are monitored by their class teacher and support staff using the school's assessment procedures as well as additional formal or informal evaluations relevant to their individual programme. This information is used to review their progress and adjust the support needed to meet their individual needs.
- If, after a specified time, intervention does not prove effective the SENCO will, in conjunction with parents/carers, involve specialist external agencies to provide further advice, information and/or assessments. Reference will be made to the Local Authority's 'Local Offer of SEND Support' e.g. educational psychologists, occupational therapists etc. to determine the type of provision or intervention that is appropriate.
- If a child has not made expected progress, despite the school having taken relevant and purposeful action, the SENDCO, in conjunction with parents/carers, may submit a Needs Assessment request to the Local Authority for an Education, Health and Care Plan (EHCP). The school will work in accordance with the LA guidelines to ensure that the appropriate evidence is made available to inform the decision which will be made by the LA. This process should take 20 weeks but can vary depending on the local authority.
- This may lead to an Education, Health and Care Plan (EHCP) which replaces the former Statement of SEN; this process should take 20 weeks but can vary depending on the local authority.
- Once an EHCP is in place, it is reviewed annually.
- Parents and students are involved throughout and will be invited to participate in meetings and target setting.
- If a child with SEN/D reaches the desired outcomes the school and/or have made similar progress to their peers and are broadly achieving in line with their peers, the school will, in agreement with parents/carers, decide whether it is appropriate to remove them from the SEN/D register.

Supporting pupils and families

- The school website provides information for parents/carers with concerns about SEND and also guides them towards the Local Offer for SEND by the Local Authority. A number of external agencies and support services for families can be accessed under the SEND Information on our website as part of the school's and LA's SEN/D Local Offer.
- For those children with SEN/D, special access arrangements can be made during assessments, including the Year 6 KS2 statutory assessments. The class teacher will consider the needs of the child and may be able to either amend the length of time taken for such formal assessments or provide a scribe. The support provided will depend on the child's needs and wishes. The Year 6 SAT access arrangements will be coordinated by the Inclusion Leader who will apply the guidelines set out annually by the Department for

Education. Parents/Carers who are unsure of their child's eligibility should contact the school.

Reporting to parents

Progress of children receiving SEN Support will be shared with parents/carers and with the child concerned; there will be full involvement in planning and agreeing future action. Opportunities for sharing information with parents/carers and discussing a child's progress are as follows:

- Parent evenings for discussion with class teachers and SENCO.
- A written Annual Report sent to Parents/Carers in July each year.
- Appointments to see the class teacher, SENDCO and Head Teacher at any time, by contacting the school office.

Sharing Information

- Schools have a statutory requirement to provide a SEN/D Information Report and this can be found on the school website.
- A copy of the Local Offer can be found on the relevant local authority websites as appropriate.

Admission and Transition arrangements

- Chandag Junior School seeks to promote a policy of 'Inclusion' and will endeavour to admit all the pupils that can be supported within its provision of education. Admission will never be refused purely because a child has SEND.
- Admission of a child with an EHC Plan is referred to the school Governors for a decision, as required by the Code of Practice (2014).
- The Head Teacher and SENCO are jointly involved with the admission process of all other pupils on the SEN register.
- The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. As such, the SENCO in both schools will communicate to ensure that the transition is as smooth as possible.
- Year 2 children will start visiting Chandag Junior School during Term 5 to begin their transition process. At this time, support will be given to any children with SEND including the provision of a 'reading buddy'.
- In Term 6, prior to the transfer into Year 3, the SENDCO and Head Teacher will liaise with our infant feeder schools to receive information concerning children who may need support. If required, parents/carers and support agencies may be contacted for additional information.
- Also in Term 6, the Year 6 class teachers, SENCO and Head Teacher will liaise with any secondary school chosen by our Year 6 pupils on the SEN register to prepare for their transfer into Year 7.
- Some students may find transition between year groups a challenge and extra support will be provided. All SEN/D information is passed forward as necessary. Parents are welcome to contribute to the transition process.

- Time for staff to meet to hand over information for teachers of pupils moving up the school is provided to ensure teaching staff discuss their new class and jointly plan for any SEN requirements. All Year 3 pupils are assessed in line with the school's assessment policy and the outcomes are used to identify any initial intervention and/or SEN support that may be required.
- For students transferring within the school year, parents/carers and student will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEN/D concerns. Information from the previous school is requested or sent on as soon as possible.

Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be appropriately 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 SEND pupils may have an EHC Plan which brings together health and social care needs as well as their SEN provision; the school will comply with the *SEND Code of Practice (2014)*.
- The school supports pupils with medical conditions in accordance with the new Department for Education guidelines – *Supporting Pupils at School with Medical Conditions (2014)*.

Monitoring and Evaluation of SEND

It is the school's practice to regularly and carefully monitor and evaluate the quality and provision we offer all pupils. We do this as follows:

- Parent questionnaires
- Pupils questionnaires
- Staff self-reviews leading to further staff development and the teacher appraisal process
- Governor Subject Link Meetings
- Use of the School Council
- SENCO and SLT monitoring of SEN/D

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- SEND is funded as part of the school's allocated overall budget through the local funding formula. Within the overall budget there is a 'notional SEN budget'; this amount is not ring-fenced, and appropriate, high quality levels of support are funded from the whole budget.
- The Local Authority provides additional funding for children with an EHC Plan. The parents of such children have the right to request a personal budget, which may contain elements of education, social care and health funding.
- Staff training needs are identified as part of the appraisal process as well as by staff audits.

The necessary training and development is then provided either within the school or externally, on a group or individual basis.

Roles and Responsibilities

Governors

- The Governing Body will identify a named governor responsible for overseeing the provision of SEND within the school and for evaluating how effectively the school is implementing its SEND policy.
- This governor will meet with the SENDCO/Inclusion Leader three times a year to review the SEN provision and report back to the Governing Body.
- The Governing Body and the SENDCO will jointly produce the school's SEND policy and the SEND school information pack that is part of the Local Offer from BANES.

SENDCO/ Inclusion Leader

The SENDCO/Inclusion Leader will:

SEN/D

- Define the strategic development of SEN/D policy and ensure its implementation within the school, in conjunction with the Head teacher and Governing Body.
- On a day-to-day basis, supervise and coordinate the specific provisions made to support individual pupils with SEND, including those who have EHC plans. This will include management of the SEND Teaching Assistants.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies.
- Act as a focal point for liaison with external agencies, especially the Local Authority and its support services.
- Maintain an awareness of the provision in the Local Offer and work with other professionals and with parents/carers to ensure that pupils with SEN/D receive appropriate support and high quality teaching.
- Work with the Head Teacher and Governors to ensure that the school meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements.
- Liaise with other education providers to ensure that a pupil and their Parents/Carers are fully informed about options and a smooth transition between schools can be planned.
- Ensure that all school records concerning SEN/D children are properly maintained and kept up to date.

Inclusion

The WMAT Inclusion Policy can be found here:

<https://www.wellswaymat.com/assets/uploads/files/Policies/Inclusion-Policy.pdf>

- Identify those pupils not on SEN/D Support but who nevertheless require some form of intervention and ensure that appropriate provision is made available.
- Track and monitor the progress of children receiving intervention support.
- Manage school funding associated with the Pupil Premium Grant (PPG) and Looked After Children (LAC).

Class Teachers

All class teachers will:

- Provide a high quality, differentiated curriculum for ALL pupils in their class.
- Identify those SEND children for whom the standard curriculum is insufficient or inappropriate.
- Discuss SEND children's needs with parents, SENDCO and/or Inclusion Leader, as appropriate.
- Take primary responsibility for developing, implementing and monitoring a pupil's support plan. Any changes to support plans to set new outcomes will be discussed with Parents/Carers prior to submitting proposals for agreement by the SENDCO.
- Ensure that the SENDCO and Inclusion Leader are updated on any changes to SEND children's needs or circumstances.
- Undertake appropriate SEND training when required to do so by the school..

SEN Teaching Assistants (TA)

TAs with SEND responsibilities will:

- Provide support for individuals or groups of SEN/D pupils as defined by the class teacher, SENDCO or Inclusion Leader.
- Constantly monitor the progress and achievement of SEN/D children and immediately bring any concerns to the attention of the class teacher, who may then refer the matter to the SENDCO or Inclusion Leader.
- Undertake appropriate SEN/D training when required to do so by the school.

Storing and Managing information

- The school will ensure that all SEN information is recorded accurately and kept up-to-date.
- SEN/D information is treated as 'confidential' and is stored securely in accordance with school policy (*Data Protection Policy*).
- Individual support plans will be made available to the appropriate school staff and the respective Parents/Carers.

Reviewing the SEND Policy

- It is the responsibility of the school's Academy Governance Committee (AGC) to maintain and update the policy.
- As a minimum, the policy will be reviewed annually on a date agreed by the AGC. Exceptionally, amendments may be proposed at any time to reflect changes to SEN/D implementation within the school or to revisions in strategy e.g. changes to the *Code of Practice (2014)*.
- The Chair of the AGC will inform the Governing Body of any changes.

Accessibility

- The Disability Discrimination Act, as amended by the Equality and Disability Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

- Schools are required to produce accessibility plans for their individual school.
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Chandag Junior School works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

See separate Accessibility Arrangements plan.

Complaints

Concerns about how this policy is implemented should be addressed to the Head Teacher, who may then raise the matter with the SEND Governor and SENDCO.

All other complaints will be dealt with in accordance with the school's current *Complaints Policy*.

This is available on the school website.

Key Contacts

Head Teacher:	Mr Tim Dunning
SENCo & Inclusion Leader:	Mrs Jo Savory (Deputy Head)
Nominated Governor:	Mrs Hazel Price

All contact with the above personnel should be via the School Office on: 0117 986 3614 or by email enquiries@chandagjuniorschool.org.uk

Linked Policies:

A number of school policies provide supporting information and can be read in conjunction with this document.

Policies are available on the CJS and WMAT websites:

<https://www.chandagjuniorschool.org.uk/our-school/>

<https://www.wellswaymat.com/about-us/#policies-and-procedures>

This policy is available on the school's website and can be provided as a paper copy, on request.

[End of Policy for Special Educational Needs & Disability, and Inclusion]