



CHIGWELL ROW INFANT SCHOOL

Special Education Needs (SEN) Policy

Introduction

Our school policy follows the 2014 Special Educational Needs Code of Practice. We consider that a child has Special Educational Needs (SEN) or a Disability if:

- they have greater difficulty in learning than the majority of children the same age and require support that is different from and additional to the whole class provision
- they 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
- have difficulties in one or more of the following areas: Cognition and Learning; Communication and Interaction; Social, emotional and Mental health needs; Sensory and/or Physical needs

Our policy is designed to reflect the responsibility of the whole school to recognise and meet the needs of children with Special Educational Needs and Disabilities. Those with medical conditions also receive additional support and provision where needed (see Medical Needs policy).

Our Ethos

We are a unique village school whose aim is to make a positive difference to every child's life by providing opportunities to develop and achieve their potential. We work closely with Parents, Governors and the wider community, to provide a caring, secure and happy environment where every child matters and where all children will be nurtured and guided to develop a thirst for learning.

Our school is an inclusive school and offers to meet the needs of all pupils and their families, including those with special educational needs. We have a shared expectation that all pupils, regardless of their special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school so they know they are a valued member of the school community. The range of support the school can offer will be tailored to individual need following thorough assessments by internal and/or external agencies.

We work to ensure all pupils can access this school where possible and aim to make reasonable adjustments and provide the highest quality provision by implementing our accessibility policy and admissions policies for all. We seek support from outside agencies such as Specialist Teachers, Educational Psychologists, Physiotherapists, Occupational Therapists and School Nurse when needed.

Head Teacher:

Mr Stephen Hale is responsible for the day to day management of all aspects of the school, including the provision for pupils with SEND.

Class Teacher:

The class teacher is responsible for:

- Ensuring quality first teaching and differentiation for pupils with SEND.
- Adapting and refining the curriculum to respond to the strengths and needs of any pupil with SEND in their class.
- Checking on the progress of all pupils and identifying, planning and delivering additional support.
- Contributing to devising personalised learning plans, where appropriate, to focus on next steps required to improve all pupil's learning.
- To continue to develop their professional development and understanding of SEND through in school training and attending relevant external training.

Learning Support Assistants:

- To support pupils with SEN as instructed by the class teachers and SENCo
- To monitor pupils' progress against their outcomes
- To liaise with class teachers to ensure that appropriate planning is in place to meet the pupils' needs
- To liaise with SENCo to ensure appropriate support is being provided
- To attend relevant INSET and training courses, where appropriate

Special Educational Needs Co-ordinator (SENCO):

Mrs Rachel Radmore is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy.
- Ensuring parents are involved in supporting their child's learning.
- Keeping parents informed about the range and level of support offered to their child.
- Including parents/carers in reviewing how their child is doing.
- Supporting planning which takes into account individual pupil needs and requirements. Differentiation will be planned in a range of ways to ensure that pupils can experience success and challenge in their learning.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Using a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties.

SEN Governor:

The SEN Governor is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school. The Chair of Governors, Mr Steven Young is regularly updated on the SEND developments across the school.

Staff Expertise:

An ongoing programme of training is in place to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve

their teaching and support of children with SEND. Our SENCo has knowledge of current local and national initiatives and policies that support pupils with a range of different needs.

Tracking:

We assess learners continuously in order to track progress and make any necessary interventions. Children with Plans have their progress monitored and new targets are introduced as needed. Teachers and Teaching Assistants meet regularly with the SENCo to discuss children's progress.

Budget:

The quality, appropriateness and impact of the overall provision are kept under regular review. The school will use its available budget to meet the needs of all pupils.

Personalisation:

The curriculum is adapted to ensure all children with SEND have the opportunity to take part in all aspects of school life, including out of school activities.

Our Partnerships:

The school is a member of Epping Forest South Local Delivery Group which provides a network of support and access to a range of resources and professional advice for children with SEND.

The school works closely with a range of professionals for specific needs, including:

- Educational Psychologists (EP)
- School Nurse
- Speech and Language Therapists (S<)
- Occupational Therapists (OT)
- Physiotherapist (Physio)
- Play Therapist
- Music Therapist

- Child and Adult Mental Health Service (CAMHS)
- Educational Welfare Officer (EWO)
- Statutory Assessment Service (SAS)

Resources

The Local Education Authority (according to the appropriate level of need) allocates funding for SEN provision. Additional resources can be purchased by the SENCo.

Identification of Pupils with Special Educational Needs

Our school identifies pupils with SEN as soon as possible after entry to the school on the basis of:

- Information from parents, particularly medical or family history details
- Information from a pre-school setting or previous school
- Information from the Baseline Assessment and teacher assessments
- Information from Child Protection (if relevant)
- Information from other agencies (if relevant)
- Information from tests conducted by the Educational Psychologist when requested by the school (usually for pupils placed on School Action Plus)
- Observation from class teacher and SENCo

The Graduated Approach is used to Assess, Plan, Do and Review all needs that are identified and all support that is put in place. This is a continual cyclical approach that incorporates involvement from staff, parents, pupil, SENCo, head teacher and outside agencies where suitable.

Class Support

If our assessments show that a child may have SEND, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Class Support. The child's class teacher will provide an inclusive curriculum, personalising the learning where needed. Additional interventions that are different from or additional to those provided as part of the school's usual working practices will be implemented where needed. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child in the school provision map and additional notes where needed. These pupils' progress will be reviewed at least half termly at pupil progress meetings that involve the head teacher, all teaching staff and the SENCo.

SEN Support

If pupil progress review meetings identify that expected progress is not being made or needs are identified to be significant then the SENCo will seek further assessments

and support from outside services if suitable and in consultation with parents. This pupil will be placed on SEN Support. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in Class Support. One Planning procedures are put in place to ensure all agencies are working to plan provision from a child centred perspective and in close collaboration with parents and the pupil. Outcomes are generated and reviewed from joint agency meetings termly and monitored by the SENCo throughout the term through liaison with class teachers, Learning Support Assistants, parents, pupil and outside agencies. One Plan reports are working documents that follow the Graduated Approach of Assess, Plan, Do and Review so need to be adjusted when needs change and provision changes.

Statutory Assessment

If the child continues to demonstrate significant cause for concern with little or no progress at SEN Support, a request for an Education, Health and Care Needs Assessment (EHCNA) will be discussed with parents and a joint decision made as to whether to pursue this form of assessment. On agreement then the SENCo will submit an EHCNA to the relevant Local Education Authority (LEA) based upon the pupil's place of residence. A range of written evidence about the child will support the request and the LEA will consider whether or not an assessment is necessary and can issue an Education, Health and Care Plan. Parents may also make a request for a EHCNA directly to the LEA.

Pupils with a Statement of Need or an Education Health and Care Plan (EHCP)

Pupils with Statements of SEND or an EHCP are reviewed termly with an annual review conducted formally with the Head Teacher, parents, SENCo, Class Teacher, Learning Support Assistant and any relevant professionals from external agencies invited to the annual review to monitor, evaluate and plan the pupil's progress.

SEND records

All records on pupils with SEND are kept in the class teachers SEND files and are accessible to relevant staff when needed. Parents are sent their own copies of relevant records.

Complaints Procedure

Any complaints about the SEN provision should be made to the SENCo, Head teacher or SEN Governor who will look into the situation.

Parents

Parents play a fundamental role in their child's education and the school has a responsibility to effectively include parents in the provision for pupils with SEND by:

- Keeping parents clearly and objectively informed if there are any concerns about learning or behaviour
- Ensuring parental consent is routinely sought before a child is placed on Class Support or SEN Support
- Ensuring parents are always invited to review meetings to contribute to their child's support plan
- Ensuring parents' views about their child's progress are regularly recorded
- Ensuring parents receive a copy of each support plan
- Ensuring parental consent is obtained before an outside agency assessment

- Ensuring parents always receive a copy of paperwork resulting from an outside agency assessment or visit

Evaluation

We will regard this policy a success when:

- the planning and strategies outlined in the policy result in children with SEND showing demonstrable progress
- all teaching and non-teaching staff are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

For information on the Essex Local Offer, please

visit: <http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx>

For further information about the School's offer, please contact the office by phone: 0208 500 3355; or email admin@chigwellrow.essex.sch.uk using the pre-fix 'FAO: Query School's offer' in the Subject bar.

Review Process

We will review this policy annually.

Reviewed policy agreed: October 2016

Policy agreed by: Rachel Radmore – SENCo signed: _____

SEN Governor signed: _____

Stephen Hale – Head Teacher signed: _____

Next review: September 2017