



Chaucer School

A member of Tapton School Academy Trust

Special Educational Needs & Disability Policy

Introduction

Chaucer School's Special Educational Needs and Disability (SEN/D) Policy has been drawn with reference to the following guidance and documents:

- The Special Educational Needs and Disability Code of Practice 0-25 years (2014)
- Equality Act 2010: Advice for schools DfE (Feb 2013)
- The Children and Families Act 2014, and associated regulations

- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)

You will find a copy of the SEN Information Report on our website.

Rationale

We are committed to raising the aspirations and expectations for all students with SEN/D with a focus on positive outcomes for all. At some point in their school career, many students may experience difficulties which affect their learning. We aim to identify these barriers and provide appropriate support to enable every child to achieve their potential.

Objectives

- Early identification of need/s leading to early intervention
- To monitor the progress of SEND students and provide additional support where necessary
- To provide support, advice and SEND training to all staff
- To support students and their families
- To involve parents/carers and the students themselves in planning and decision making

Definition of SEN/D

The SEN Code of Practice (2014) p4 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 on their ability to carry out normal day to day activities.'*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. English as an additional language (EAL) is not a special educational need, however such students may require additional support.

Chaucer accommodates provision for students experiencing difficulties with:

Communication and interaction

- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical disability
- Identification and assessment, monitoring and review

Where a student is identified as having SEN/D, we aim to remove barriers to learning and put effective provision in place. The SEN/D support takes the form of a four-part cycle (*Assess, Plan, Do, Review*) through which earlier decisions are revisited, refined and revised with an increased understanding of the student's individual needs and of what supports the student to make good progress and secure good outcomes.

This is known as the graduated approach.

At Chaucer we recognise the importance of early identification and assessment for students with SEN/D and that assessment is a continuing process and not a single event. We firmly believe that early intervention improves the long-term outcomes for our students.

Early identification

All students are screened on entry for literacy and numeracy using standardised tests. All students are screened for dyslexia and further assessment is carried out for identified students. Students who score below average on the standardised tests are further assessed using diagnostic assessments to determine level of need. In addition contact is made with feeder schools to ensure all relevant information is shared.

Assess

We use a range of strategies to carry out a clear analysis of students' needs and these include:

- Standardised screening and diagnostic assessment tools
- Information from feeder school
- Evidence from teacher observations and assessments
- Concerns expressed by parents/carers taking into account any additional information they may provide
- Information from external agencies/ other professionals

Plan

Once appropriate assessments have taken place, a decision is made as to whether a student has SEN. If identified the student is placed on the SEN register at SEN Support (K) in accordance with the new Code of Practice. Parents are invited to work closely with us in the support of their child.

We will then agree, in consultation with parents/carers and student, what adjustments, interventions and support will be put in place, as well as the expected outcomes.

All members of staff who work with the student are made aware of their needs, the intended outcomes, the support provided and any teaching strategies or adjustments that need to be made.

Do

Subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. The SENCo will coordinate the evaluation of needs and will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo and members of the Learning Support team.

Review

Reviews of student progress will be made at the three regular data collection points. The review process will evaluate the impact and quality of the support and interventions. The SENCo and key staff will revise the support and in light of student progress and development, make any necessary amendments going forward, in consultation with parents and subject teachers.

Involving Specialists

Where a student continues to make less than expected progress, despite evidence-based support and interventions matched to student need, the school will consider involving specialists, including those secured by the school or from external agencies.

Where deemed appropriate, we will make referrals to external professionals for further assessment and to seek specialist advice.

These currently include:

- Hearing Impaired team
- Visually impaired team
- Autism team
- Speech and language therapist
- Educational psychologist
- CAMHS

Referral for an Education, Health and Care Plan

Under the Special Educational Needs and Disability Code of Practice (2014) the EHC plan replaces the statement of educational need.

If a student has **lifelong** or **significant** difficulties they may undergo a Statutory Assessment Process which is usually requested by the School but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and SLT link if applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SLT link & Year Manager
- SENCo
- Health Professionals
- Social Care

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of professionals from education, health and social care at a 'Request to Assess' panel about whether the student is eligible for an EHC Plan.

Roles and Responsibilities

The SENCo

- The strategic development of the SEN/D policy and provision in school
- Over-seeing the day to day operation of this policy
- Keeping staff fully informed of the special educational needs of any students via the SEN Register, student passports and case conferences
- Providing regular training and learning opportunities for staff in all curriculum areas on SEN/D and SEN/D teaching strategies.
- Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Ensuring that individual or small group intervention is provided where appropriate
- Helping staff to set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels
- Working in partnership with parents/carers of students with SEN/D

Teachers

- Responsible for planning and evaluating lessons in order to provide personalised learning □
Monitoring and tracking progress
- Working with the SENCo to deliver learning opportunities that are accessible but still remain challenging
- Use student passports to inform planning, differentiation and appropriate provision and support
- Implement this policy.

The Governing Body

- Responsible for ensuring that, as far as possible, the aims of this policy are met and the practice and provision is implemented
- Ensuring that statutory responsibilities are fulfilled in relation to the role of the SENCo □
□ Allocating sufficient funding for the SEN/D budget

The Headteacher

- Working with the SENCo to ensure that s/he is able to fulfil his/her responsibilities
- Ensuring that information is disseminated appropriately to all stakeholders
- Overseeing the annual review process

Key staff

Executive SENCo- Alyson Tolley

Cognitive & learning; sensory impairment; speech & language- Nicola Spencer

Behaviour for learning – Kerry Crossley

Assessment; EAL- Lisa Walker

SEND governor- Jackie Gelder

Admission Arrangements for Students with Special Educational Needs

Our governing body acts in accordance with the admission arrangements determined and published by our local authority. This includes children with any level of SEN/D; those with Education, Health and Care Plans and those without. Chaucer School continually strives to be a fully inclusive environment.

Training

All staff are provided with both general and specific training on meeting the needs of SEN/D students in school and we aim to keep all school staff up to date with new developments. Where necessary, specialist training is provided to support the needs of particular students. This training is usually provided in school by specialist services. The SENCo attends relevant SEN/D courses and all teaching assistants engage in ongoing continued professional development opportunities.

Monitoring and Evaluation

Key indicators of the efficacy of this policy include:

- Level of progress made by SEN/D students
- Measured success in achieving SMART targets on ILP/GLPs
- Increased reading ages
- The extent to which students with SEN/D are fully included in all aspects of the curriculum □
The extent to which students with SEN/D enjoy and achieve.

Date approved by Governors: November 2015

SEND Governor changed SA Dec 2017

Date to be reviewed: November 2018