



## Policy for Special Educational Needs

(Also refer to: Anti Bullying, Equal Opportunities, Safeguarding, Inclusion, Accessibility, Intimate Changing, Supporting Children with Medical conditions in school, Managing Medicines policies)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Document Sept2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the School's SENDCO and shared with staff

### **What is Special Educational Need?**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN 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 they:

- a) have a significantly greater difficulty in learning than the majority of others 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 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.

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.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Durham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.durham.gov.uk/localoffer>

## 1. **Aims:**

At Chester-le-Street C of E Primary School we aim to provide a safe, happy and well-ordered community in which children can flourish and grow to fulfil their potential and be the best they can be. We are a Church school providing an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do.

**Our aims in teaching** are that:

- all children are entitled to a broad and balanced curriculum.
- all children will have learning opportunities to extend their knowledge, understanding and skills
- learning is fun, exciting, and purposeful, providing memorable experiences that ignite curiosity about God's wondrous world. We try to inspire ambition to protect its beauty and foster within them a lifelong love of learning.

## **Principles of the SEN Policy:**

There are 4 principles that are essential to developing a Special Needs Policy, providing an inclusive curriculum:

[a] setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

[b] responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

[c] overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

[d] have policies and procedures in place to ensure that all children, whatever their needs, are safe in school

Therefore at Chester-le-Street CE Primary School we believe that in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through on-going assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, considering the views of the child, parents and professionals involved
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service - CAMHS, Cognition and Learning teams, Communication and Interaction teams and the Emotional Wellbeing and Effective Learning team.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.
- Raise staff awareness and expertise of SEND issues through INSET, ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or behaviour issues.

## 2. **Roles and Responsibilities:**

**Governing Body:**

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain an oversight of the school's work.
- appoint an SEN link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

#### **Headteacher:**

The head teacher (Ms R. Butler):

- has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SEND co-ordinator.
- ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with Special Needs.

#### **SENDCO:**

The SENDCO (Mrs N Douglass) will

- work closely with the Head teacher to help determine the strategic development of the SEN policy and provision.
  - have responsibility for the day-to-day operation of the school's SEN policy.
  - have responsibility for co-ordinating provision, for pupils with special educational needs, particularly through SEN support.
  - have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
  - advising and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
  - ensuring that appropriate Learning Plans and Education Health Care Plans are in place.
  - ensuring that relevant information about individual children with special educational needs is regularly collected, recorded, and updated.
  - co-ordinating Annual Reviews for children with EHC plans and termly reviews for children at School Support
  - raise staff awareness and expertise of SEND issues through INSET and CPD opportunities
  - ensure that there are adequate transition arrangements for children with specific needs between different schools and settings
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- will be responsible for co-ordinating the everyday care of children with Physical/Medical Needs and devising, monitoring and updating the following documents:  
Personal Care Plans  
Moving and Assisting Plans  
Personal Emergency Evacuation Plans  
Toileting and Feeding Plans  
Risk Assessments

#### **Teaching and Non-teaching staff:**

The teaching and non-teaching staff will:

- be fully aware of the school's procedures for identifying, assessing, and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- consider the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e., through differentiated activities] and assessment.
- take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:  
[a] providing for pupils who need help with communication, language, and literacy  
[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences  
[c] planning for pupils' full participation in learning and in physical and practical activities  
[d] helping pupils to manage their behaviour, to take part in learning effectively and safely  
[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- be responsible for the day to day recording information about any children in their care who are identified as having a SEN in the Learning Evaluation Forms Folders . This should be done on a daily basis, if necessary.

Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded on CPOMS.

- ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes

### **3. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

### **4. Identification of Special Educational Needs:**

At Chester-le-Street CE Primary School we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin Chester-le-Street CE Primary with an Educational Health Care Plan
- are in the process of being assessed for Education Health Care Plan , when they begin Chester-le-Street CE Primary School.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by Early Years Profile assessment.

N.B. children for whom English is a second language do not necessarily have a special educational need. For children who enter the school with English as a second language a referral will be made to the Durham EAL (English as an Additional Language) support and Intervention Team.

To help identify children who may have special educational needs, Chester-le-Street CE Primary School will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from assessments against the Early Years Foundation Stage Assessments
- the child's performance against descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

At Chester-le-Street CE Primary School, we are open and responsive to expressions of concern by parents and take account of any information that parents provide about their child.

### **A Graduated approach:**

In order to help all children who have special educational needs Chester-le-Street CE Primary School, will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code shall be regarded;

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

### **Quality First Teaching**

All children have the opportunity to experience high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles. 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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

Once a teacher has expressed concern about a child, the SENDCO records and dates that concern and makes arrangements for the teacher to monitor the child's progress. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. There will also be informal discussion with the parent/carers at this point so that parents are aware their child is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEN Support.

### **School Support**

When it is determined that a child does have SEN, parents will be formally advised of this, and the child will be added to the SEN register. The class teacher should provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum offer and strategies. In addition to this the child's needs should be catered for within any lesson, highlighting resources and strategies that enable the child to access a broad and balanced curriculum and fulfil their potential in all areas of the curriculum.

The triggers for intervention through SEN support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- 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.

Children at this stage should be offered extra support from within the school's resources, within the context of provision for their primary need being made in daily planning and where required a Learning Plan. This may include access to our Thrive provision and / or Drawing and Talking therapy.

The Learning Support Plan should contain:

- The short-term targets set with (for or by) the child and shared with the parents/carers.
- The provision to be put in place.
- When the plan is to be reviewed and by whom, although if the teacher, child or parents/carers feel that the plan is not working after a significant period of time the review date can be brought forward.
- Success criteria.
- Outcomes.

This should be shared and reviewed with parents (3 times a year). Regular monitoring is essential in order to assess how well the child is performing and whether the interventions in place are effective in supporting the pupil to achieve good progress and outcomes. This is achieved through careful observations, monitoring of work and assessment.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

If a child continues to struggle and make limited progress, despite interventions provided by the school, then the school seeks further advice from external support services, both those provided by the LA and by outside agencies. They will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new Learning Plans with fresh targets and accompanying strategies. Support from outside agencies is coordinated by the SENDCO. Parents and pupils (where appropriate) are actively involved in this referral process.

The triggers for further advice:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Children at this stage should be offered extra support from within the school, within the context of a Support Plan. The SENDCO, teacher, parents, any outside agencies and pupil (when appropriate) will work together on this Support Plan. This should be shared and reviewed with parents at SEN Support meetings (3 times a year) in order to assess

how well the child is performing and whether the interventions in place are effective in supporting the pupil to achieve good progress and outcomes.

If the child continues to struggle within the mainstream setting and we, as a school, identify that we cannot fully meet the needs of a pupil through our own provision arrangements the SENDCO will work closely with external support services or alternative providers.

### **Top-Up Funding (TUF)**

If a child is experiencing, significant and continuing difficulties despite support offered by the school with support from outside agencies, school can apply for TUF to secure additional funds to provide additional support. This process is person centred involving the parents (and child where appropriate) any reports and advice from outside agencies is included with the support plans and shared with parents again.

### **Referral for an Education, Health and Care Plan**

If a child 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 child are such that a multi-agency 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. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational Psychologist
- Specialist Outreach services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer.

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Durham Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **5. Managing Pupil's needs on the SEN register:**

Once a child has been entered on the SEN Register formal records are kept in individual files, on CPOMS.

Records are accessible to all teachers and professionals in consultation with the SENDCO.  
Current Support Plans are on Edukey or on the SEND Google Drive which each class teacher has.

The SENDCO will be responsible for maintaining the Special Educational Needs and Disability Register.

This is kept on the Senior Leadership Team shared Google Drive and includes those children at School Support. Class teachers will be given an updated list of children at the start of each new year, however children can be added to or taken off the register any time during the year, in consultation with the SENDCO and with parents.

## **6. Safeguarding**

At Chester-le-Street CE Primary we recognise that children with special needs are more vulnerable to abuse and exploitation and if abuse is recognised we follow the guidelines laid out in the safeguarding policy.

## **7. Monitoring and evaluation**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on Edukey, which are updated when the intervention is changed. These are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **8. Working in partnership with parents**

Chester-le-Street CE Primary School believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. A booklet is provided for parents that explain the SEN procedures.

<https://www.durham.gov.uk/media/31276/Special-Educational-Needs-and-or-Disability-SEND-in-schools-A-guide-for-parents-and-carers/pdf/SENDparentsguide.pdf?m=637755894714830000>

## **9. Complaints Procedures**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

## **10. Monitoring and Evaluation**

This policy will be monitored yearly and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

Ratified by Governors  
Next review: June 2024