

**CHILHAM ST.MARY'S
CHURCH OF ENGLAND
PRIMARY SCHOOL**



SEND Policy

September 2017

Date of Ratification	September 2017
Date for Review	September 2018
Headteachers Signature	
Chair of Governors Signature	

CHILHAM ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs Policy (SEN policy)

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Chilham St. Mary's C.E. Primary School.

Section 19 of the Children and Families Act 2014 and DFES Code of Practice July 2014 have been taken into consideration in the formulation of this policy. Children have SEN if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them.

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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (SEND code of Practice 0-25 July 2014 p.15)

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Aims

- * To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- * To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- * To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- * To involve parents, pupils, and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.

- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who need extra resources and/or teaching
- To help as early as possible.
- To work in partnership with the child's parents and other external agencies.
- To regularly review the policy and practical arrangements to achieve best value.

Roles and Responsibilities

The School SENCo is Mrs E McQuillan and the Governor with responsibility to oversee SEN is Mr A Norley.

All members of the school community work towards the schools aims by:

- * Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- * Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEN policy and reporting to parents annually.

The SENCo has strategic responsibility for overseeing the provision for children with special educational needs and keeping the Head teacher and governing body fully informed. The Head teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The SENCo meets regularly with staff to discuss all aspects of SEN.

Co-ordinating and Managing Provision

The SEN Co-ordinator (SENCo) is responsible for:

- * The daily implementation of the school SEN policy.
- * Liaising with and advising teaching staff and TAs on SEN matters.
- * Co-ordinating the provision for children with SEN.
- * Overseeing the records of all children with SEN.
- * Contributing to the in-service training of all staff.
- * Liaison with parents and external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies.

All teaching and non-teaching staff are involved in the development of the school's SEN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have a responsibility for managing the work of TAs.

Admission Arrangements for Pupils with Special Educational Needs

This school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the EEA Admissions Policy. According to the Education Act 1996, (section 316), if a parent wishes to have their child with a statement educated in the mainstream, the EEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and Special Facilities

All staff undertake regular training relating to aspects of SEN and inclusion.

IDENTIFICATION, ASSESSMENT AND PROVISION Allocation of Resources

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school will, as part of the normal budget planning, determine our approach to using our resources to support the progress of pupils with SEN. The SENCo, headteacher and governing body will establish a clear picture of the resources that are available to the school and consider our approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

The governors always use all of the SEN budget share and additional funds assessed from the school budget. The Head teacher Mrs Sweet and SENCo, Mrs. Emma McQuillan, are responsible for the use of these resources and the deployment of the designated support staff.

Action to meet pupil's SEN aims to promote independent learning and tends to fall within 4 broad strands:

- * Assessment, planning and review.
- * Grouping for teaching purposes.
- * Additional human resources.
- * Curriculum and teaching methods.

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

Identification, Assessment and Monitoring.

This follows a graduated approach as required by the 2014 SEND 0-25 Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion via the assess, plan, do and review cycle:

- * Setting suitable learning challenges.
- * Responding to pupil's diverse needs.
- * Overcoming potential barriers to learning and assessment.

The new Code does not assume that there are hard and fast categories of SEN but recognises 4 broad areas:

- * Communication & Interaction (Language & Autistic Spectrum Disorder).

- * Cognition & Learning (General Learning & Specific Learning difficulties).
- * Sensory and/or physical
- * Social, emotional and mental health

SEN register

Monitoring /SEN with support

This school arranges the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response. A Provision Map may be devised if it is necessary to plan interventions and set targets for additional or different targets from the rest of the class. The Provision Map may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the child, individually or in small groups. Clear targets with an entry and exit data are set with a date for review at least 3 times a year.

The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support for the child.

Pupils will be recorded on the SEN register as **monitored** if they are having extra provision made for them within the class setting. If there is not adequate progress at this level of input, pupils will be put on the SEN register as **SEN with support**.

SEN with support.

At this level the class teacher, in conjunction with the SENCo, will assess the child's difficulties using a range of assessments and refer the pupil to the Local inclusion forum Team (LIFT) to access extra support and advice from outside agencies where necessary, such as Specialist Teacher Services, Education Psychology & Health Services. A Provision Map or an Individual education plan will be devised to plan interventions and set targets. The Provision Map may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the child, individually or in small groups. Clear targets with an entry and exit data are set with a date for review at least 3 times a year.

The provision map or individual education plan **must** be shared with parents and where appropriate with the pupil to share the targets and the outcomes of the interventions.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.

Education, health and care plans (EHC)

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHC is necessary, then the pupil's SEN and provision will be summarised in the EHC document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHC. An Individual Education Plan will be written setting specific targets that will be reviewed at least 3 times a year.

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies are used depending upon the nature of the child's needs.

This school strives to be an inclusive school, engendering a sense of community and belonging through its

- * Inclusive ethos
- * Broad and balanced curriculum for all pupils
- * Systems for early identification of barriers to learning and participation
- * High expectations and suitable targets for all children

Evaluating Success

The success of the school's SEN Policy and Provision is evaluated through:

1. Monitoring of classroom practice by SENCo and subject co-ordinators
2. Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts
 - For vulnerable groups
3. Value-added data for pupils on the SEN register
4. Monitoring of procedures and practice by SEN Governor
5. School self-evaluation, using a variety of approaches
6. The Governor's Annual Report to Parents
7. The School Improvement Plan

Complaints

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the Head teacher or the SENCo. If however, parents are still concerned they may contact the governor responsible for SEN, Mr A Norley and/or the IASK parent partnership Service on Kent.gov.uk website who will be able to offer individual parent support. The school will inform parents of these services. Leaflets about IASK are available in school. IASK is a confidential service.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff Development

The auditing of training needs is based on the TTA National Standards for SENCo and Specialist teachers of SEN as well as School Improvement Plans.

- * SENCo, Teachers and TAs will attend SEN courses which are of interest and have a particular bearing on children they are supporting.
- * Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEN.
- * NQTs will access specific training and induction programmes.

Working in Partnership with Other Agencies External Support Services

The school has arrangements for securing access to external support services for pupils with additional educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENCo and these services at Local information forum team (LIFT).

Partnership with Parents

* We aim to promote a culture of co-operation with parents, Schools, LEAs and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between parents and SENCo.
 - Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
 - Providing access to the SENCo to discuss the child's needs and approaches to address them, perhaps using an Individual Provision Plan or class Provision Plan.
 - Supporting parents understanding of external agency advice and support.
- * Undertaking Annual Reviews for children with EHC plans.
- * Discussing the opportunity to apply for Higher Needs funding
- * Undertaking Higher Needs Funding reviews.

The Voice of the Child

In this school we encourage pupils to participate in their learning by:

- * Being involved in target setting and identifying teaching and learning strategies that work for them.
- * Incorporating their views in every aspect of their education.
- * Encouraging self advocacy and independence.

Links with Other Schools

- * We will ensure that all transfers between Schools and Early Years settings are planned, monitored and supported to ensure successful outcomes for children.
- * We will consult the LEA and governing bodies of other Schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
 - We will collaborate with all the other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.
 - A link to the local offer from KCC regarding SEN provision is published on the schools website.
 - KCC Local offer can be viewed on www.kent.gov.uk

Reviewed September 2017

To be reviewed annually

Emma McQuillan (SEN Co-ordinator)