

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.
Ecclesiastes 4:9

Special Educational Needs and Disabilities Policy

Approved by the Full Governing Body June 2022

Our School Aim

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

Our Golden Rule is to "treat others as you would like to be treated". Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability, or aptitude. The broad and balanced curriculum provided will enable each and every child to develop confidently and achieve to the best of his/her ability. Our curriculum should engage, inspire and challenge pupils with Special Educational Needs and Disabilities (SEND), equipping them with the knowledge and skills needed to develop into resilient and increasingly independent learners who can fully participate. Additional special provision for individuals with SEND is provided where appropriate.

Everyone in the school community, Governors, staff, pupils and parents has a positive active part to play and all views should be sought and taken into account. As such, our objectives for the Special Educational Needs and Disabilities Policy (SEND) are in line with our school aims and reflect the SEND Code of Practice 0-25 guidance. These are:

- providing a caring environment where pupils can learn and develop to their full potential;
- developing and maintaining a partnership and high levels of engagement with parents;
- that all pupils will have access to a broad, balanced and differentiated curriculum;
- that the school values the contributions and achievements of all pupils; all children will experience success;
- providing support and advice to all staff working with children with SEND;
- all staff to have high expectations and standards for all children; responding to individual needs, where necessary;
- seeing all pupils as individuals with differing interests, knowledge and skills;
- recognising that support is an entitlement for all children who may need it, rather than a special addition to their education.

Roles and Responsibilities

Governors

Governors have a statutory duty to pupils with special educational needs, in line with the Code of Practice. A lead Governor has responsibility for liaising closely with the SENCo and Head Teacher. This Governor should attend training where appropriate, liaise with the SENCo and keep the Governing Body informed of all matters relating to special educational needs.

The named school governor is Mrs Jayne Greenwood.

Staff

Our school is inclusive, and teachers have a responsibility to educate every child, including those with SEND. Every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the pupil, parents, SENCo and outside agencies. Where appropriate, training will be sought and attended. The designated teacher for child protection is the Head of School, Mrs Amy Sargeant and, in her absence, Headteacher, Mrs Sarah Mitchell or SENCo, Mrs Angela Raper. The member of staff responsible for managing pupil premium and looked-after children funding is the Head of School, Mrs Amy Sargeant. Mrs

Raper is also the Designated Teacher responsible for the provision made for looked after children (LAC) and previously looked after children (PLAC).

Special Educational Needs Coordinators (SENCo) and Assistant SENCo

Mrs Angela Raper and Mrs Gemma Lincoln are currently sharing the role of SENCo and, with the support of the Assistant SENCo, Mrs Sarah Burson, are responsible for the day-to-day implementation of the SEND Policy. Mrs Raper holds the National Award for SEN Coordination (awarded 2011). Mrs Lincoln is currently a member of the school's Senior Management Team (SMT) and attends SMT meetings.

The role of the SENCo and Assistant SENCo:

- Manage the day-to-day implementation of the policy.
- Co-ordinate the provision for and manage the responses to children's special needs.
- Support colleagues including arranging appropriate training and advising on target setting for One Plans.
- Prepare Annual Review documents by working in collaboration with staff, children, parents and, if appropriate, external specialists.
- Lead Annual Review meetings with parents, class teachers, support staff and, where appropriate, external specialists.
- Monitor and support with interventions across the school.
- Maintain the school's SEND register.
- Contribute to and manage the records of all children with special educational needs.
- Carry out the cycle of Performance Management Reviews (PMR) for support staff who work with a named child.
- Carry out probation meetings with new support staff who work with a named child.
- Keep abreast of school-based assessments and complete documentation required by outside agencies and the local authority, e.g. request for statutory assessment.
- Make referrals for specialist support in liaison with class teachers.
- Where necessary, organise or deliver training for staff.
- Liaise with specialist agencies, e.g. EP service, Speech and Language service, behavioural specialists, ADHD nurses, school nurse, therapists.
- Assessing the level of need and support for children with SEND using Essex Banding Descriptors and the Essex Provision Guidance Toolkit.
- Act as an additional link with parents.
- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Liaise closely with the Headteacher, Head of School and the SEND Governor.

Pupils

All pupils should access the curriculum at an appropriate level and be supported to produce work to the best of their abilities. All pupils should have their views and wishes sought on a regular basis, for example, for One Plan reviews and in advance of Annual Review meetings.

Parents

We value the role of parents in the development of their child and seek to involve parents in all decisions about their child. Parent views are sought at all stages of assessment and provision. They should work closely with the school through review meetings and through their input to their child's One Plan and Annual Review meetings.

Identifying Special Educational Needs

Our approach to the assessment and provision for children with Special Educational Needs and Disabilities (SEND) is in line with the government Code of Practice 0-25 guidance (2014) – (see sections below on the school’s graduated approach and the Code of Practice).

The school takes into account other areas which may impact on progress and attainment such as attendance and punctuality, being in receipt of pupil premium, English as an additional language (EAL) and being a looked-after child (LAC) or previously looked-after child (PLAC).

All those who teach a pupil with special educational needs will be informed of their needs by the Special Educational Needs Coordinator (SENCo). If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the SENCo will ensure that all who are likely to work with or support the pupil are appropriately informed. The school has published its local offer / information report on the school website. This is attached as Appendix 1.

In extreme cases, where the school is unable to meet a child’s needs or is not the correct setting for a child, the parent and local authority will be informed and the correct provision or provider sought.

The school has adopted a whole-school based approach to providing help for pupils with special educational needs.

Code of Practice 2014

The Code sets out 4 broad areas of need:

- **Communication and Interaction:** speech, language and communication difficulties, autism/social communication difficulties, Aspergers.
- **Cognition and Learning:** specific, moderate, severe or profound and multiple learning difficulties such as dyslexia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** attention and/or concentration, attachment disorder, understanding and regulating emotions.
- **Sensory and/or Physical Needs:** vision or hearing impairment, multi-sensory needs, physical disabilities.

While the four categories of needs, as stated above, broadly identify the aspects of the primary needs of children in our school, we identify the needs of the whole child, which will not just include the special educational needs of the child. We endeavour to focus on the child as an individual, not simply their SEND ‘label’.

A Graduated Approach to SEN Support

As recommended by the Code of Practice, pupils receive support as part of a graduated response to their needs. This is attached as Appendix 2. In practice, this follows a four-part cycle of Assess, Plan, Do and Review. Progress should be reviewed termly to provide an opportunity to acknowledge what is working well and highlight what needs to be different, to build into next step targets.

High Quality Teaching (HQT)

This is the foundation of all teaching, assessment and intervention for all pupils in our school. With HQT in place in all classes, it is likely that fewer children will need additional education provision. This may take the form of differentiated activities or extra support, e.g. reading, maths, and this support will be recorded on the class intervention map, where the child’s

progress can be monitored and reviewed. If the child does not make adequate progress, in spite of good quality and personalised teaching, the class teacher will seek support from the SENCo and will meet with parents to consider placing the child on the school's Special Needs Register at Additional School Intervention and Support (AIS).

Additional School Intervention and Support (AIS)

This level of intervention covers a broad area of need and builds on HQT where a pupil may need more input and advice; this may be sought from professionals to support individual assessment and interventions. The parents, class teacher and SENCo will meet to assess the child's needs and plan for effective strategies and resources to meet these needs; the Essex Provision Guidance Toolkit will be used to assess need and plan appropriate support. This will form the basis of the child's One Plan, which will be written by the class teacher and monitored and reviewed on a termly basis with parents using the Assess, Plan, Do, Review cycle. If the child makes the required progress as a result of the additional support, the teacher may recommend removal from the SEND Register. If adequate progress has not been made, additional resources and interventions may be required. Where there are significant needs and the child's learning is a cause for concern, this could mean a recommendation for statutory assessment for an Educational Health and Care Plan (EHC Plan). This would involve input from outside agencies, e.g. educational psychologist.

High Needs (HN)

Where a referral for a statutory assessment is made to the local authority, the child will have demonstrated significant cause for concern. Evidence/information about the school's provision for the child will be used by the local authority to consider this need.

It is expected that children placed at HN are those with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalized advice and support. If the local authority agrees the need for an EHC Plan, this will be written in conjunction with parents, the child, school staff and outside professionals.

All children with an EHC Plan will have their own One Plan setting out the outcomes and short-term objectives that have been established after consultation with the parents and the child. Again, this will follow the four-part cycle of Assess, Plan, Do, Review. This will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the classroom teacher.

Annual Review of an EHC Plan

All EHC Plans must be reviewed at least annually with parents, the pupil (where appropriate), the class teacher, support staff, the SENCo, the local authority and any outside agencies that are working with the child. This review should focus on what is working well and what needs to be done to remove barriers to learning.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require in secondary school. The SENCo of the receiving school should be invited to attend the final Annual Review in order to start planning an appropriate One Plan to start at the beginning of KS3.

Concerns

Where parents has a concern about the special educational provision for their child or about special educational needs generally, a meeting will be arranged with the class teacher and the SENCo in the first instance. If parents feel that the matter has not been resolved, a meeting will be arranged with the Headteacher or Head of School. If parents speak to a Governor,

he/she will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact parents within five school days. If he/she has not resolved the matter to their satisfaction, it will be referred to the Special Needs Governor who will consider the complaint at the next meeting and contact parents within five school days from the date of the meeting.

Storing and Managing Information

Our school has a legal obligation under the Data Protection Act 1998 to keep personal information securely, including secure storage, archival and disposal. Pupil files for children on the SEND Register are kept in the SEND office which is locked. Class teachers keep a class SEND folder in their classroom. When a child has left the school or been removed from the SEND register, all documents and paperwork relating to their SEND are archived and stored in an administrative office with no pupil or public access; the school keeps SEND paperwork until the named child reaches the age of 25, after which time it is disposed of securely.

Evaluation and Reviewing the Policy

The Governors will evaluate the effectiveness of this policy by enquiring how successfully pupils with special educational needs develop their independence, participate in the whole curriculum and assume responsibilities throughout the school. Governors will also seek to evaluate the effectiveness of parent partnerships. The Governors' observations on the above matters will form the basis (together with financial information) of the special needs section of the annual report to parents. Progress of the SEND groups will be shared at Teaching and Learning Committee meetings and reported to the full board.

The policy is reviewed annually by the SENCo in conjunction with the SMT and school staff. The policy is then ratified by the Governing Body.

Signed:	Date: June 2022
Headteacher	
Signed:	Date: June 2022
On behalf of the Governing Body	
Next Review Date:	June 2025

Great Chesterford C of E (A) Primary Academy
Special Educational Needs and Disabilities (SEND)
SEN Information Report 2021-2022

School Policy

At Great Chesterford C of E Primary Academy, we are committed to ensuring that all children are given the opportunity to make progress and achieve to the best of their ability.

Our approach to the assessment and provision for children with Special Educational Needs and Disabilities (SEND) is in line with the government Code of Practice (2014). The current school policy for SEND is in line with the Code of Practice and it has been adopted by the school's Governing Body. The needs of children with SEND are reflected in all school policies.

Governing Body

The governing body has a statutory duty to see that provision is made for pupils with SEND. This is monitored by a governor, Mrs Jayne Greenwood, via the teaching and learning committee.

Staffing and Teaching Arrangements

All school staff work with children with SEND. Where there is a behavioural or medical aspect, midday assistants and office staff will also be aware to ensure a consistent approach and to keep children safe. Appropriate staff training is made available where necessary.

Inclusion

Our Inclusion Policy promotes the involvement of all pupils in all aspects of the curriculum including activities outside the classroom such as clubs and school trips. Where there are safety and/or access concerns, further thought and consideration is put in place to ensure needs are met; where appropriate, parents are consulted and involved in the planning of arrangements.

All children are given opportunities to develop their independence and take on responsibilities around the school. We maintain high expectations for behaviour and initiatives such as Friendship Week and anti-bullying strategies encourage tolerance and respect for one another.

Accessibility

The school has a disabled toilet. There are ramps in place where there is a change in floor level, enabling wheelchair access.

Teaching and Learning for Children with SEND

The quality of teaching and learning across the curriculum is monitored closely by senior staff. At any one time, the school will have children with a range of SEND including Speech, Language and Communication Needs, Physical and motor difficulties, Social, Emotional and Mental Health difficulties and Cognition needs such as a specific learning difficulty e.g. dyslexia, etc. For those children needing additional support, the school may offer the following provision:

Intervention
Strategies to Support/Develop Literacy
<ul style="list-style-type: none"> • Small group support in class through guided teaching from teacher or teaching assistant;
<ul style="list-style-type: none"> • Small group interventions to support handwriting, spelling and punctuation skills and writing composition;
<ul style="list-style-type: none"> • 1:1 precision teaching to develop spelling and reading skills;
<ul style="list-style-type: none"> • Use of touch-typing programmes to aid recording;
<ul style="list-style-type: none"> • 1:1 reading to an adult;
<ul style="list-style-type: none"> • Use of BLANKS four levels of questioning to develop language and comprehension skills;
<ul style="list-style-type: none"> • Access to a range of high interest / low reading age books.
Strategies to Support/Develop Numeracy
<ul style="list-style-type: none"> • Small group support in class through guided teaching from teacher or teaching assistant.
<ul style="list-style-type: none"> • Small group customised interventions to support any strand of the numeracy curriculum;
<ul style="list-style-type: none"> • Essex EPS Maths Intervention used with small groups to accelerate progress, particularly in KS1 and lower KS2;
<ul style="list-style-type: none"> • Numicon used as a class resource in KS1 and used by individuals in KS2;
<ul style="list-style-type: none"> • Individualised programmes of work tailored to the needs of children with SEND including the use of Precision Teaching;
<ul style="list-style-type: none"> • Use of a range of practical and visual apparatus, e.g. cards, Numicon, bead strings, Diennes blocks.
Strategies to support social, emotional and behavioural development
<ul style="list-style-type: none"> • Small group social skills within classes;
<ul style="list-style-type: none"> • Use of social stories;
<ul style="list-style-type: none"> • Use of social scripts to help children engage socially;
<ul style="list-style-type: none"> • Reward / Token systems;
<ul style="list-style-type: none"> • 'Circle of Friends' to support inclusion of children with challenging behaviour, SEND or other needs;
<ul style="list-style-type: none"> • Use of learning mentors to provide children with opportunities to talk to an adult about issues affecting their learning (e.g. anxieties, personal organisation, behaviour for learning);
<ul style="list-style-type: none"> • Emotional literacy and anger management programmes such as SEAL and Zones of Regulation;

<ul style="list-style-type: none"> • Access to Art Therapy support; • Lunchtime and playtime provision.
Strategies/Support to Develop Independent Learning
<ul style="list-style-type: none"> • Use of visual timetables, checklists, personalised success criteria; • Visual support eg sequenced pictures, mind maps, word mats, writing frames; • Access to a learning mentor (see above); • 'Hover' support in class to encourage independent learning; • 'Chunking' activities – breaking down and scaffolding a task to be attempted in stages.
Strategies/Support to Develop Physical Skills:
<ul style="list-style-type: none"> • Small group gym trail activities for gross motor skill development; • Individual or groups to support fine motor skills – cutting, threading; • Customised programmes for children planned by a Physiotherapist/Occupational Therapist.
Strategies/Programmes to Support Speech and Language Skills
<ul style="list-style-type: none"> • Interventions planned by Speech and Language Therapist and delivered by trained teaching assistant, e.g. for sound articulation, fluency; • NELI – a programme used in Reception Class and designed to improve children's early language and literacy skills.
Resources
<ul style="list-style-type: none"> • One Plans for children on the School's SEND Register; • EHCP (Education, Health and Care Plans) for children who have a high level SEND; • Essex Provision Guidance Toolkit; • Essex Banding Descriptors; • Assessment and diagnostic materials, including: Single Word Spelling Test (SWST); Single Word Reading Test (SWRT); PORIC; Essex Speech and Language Audit Tool (SPLAT); EPS Maths Intervention assessment materials; • External agency involvement (see below); • Laptops and iPads; • Teaching assistant in every class (every morning and some afternoons); • Specialist equipment e.g. writing slope, <i>Move 'N' Sit</i> cushion, <i>theraputty</i>; • Junior Play Leaders.

Progress of Pupils

Teachers make regular assessments of children's progress, enabling them to plan work according to the children's needs. Formal assessments are carried out twice a year, in January and June together with standardised reading and spelling assessments in the autumn and summer terms. Each term, the progress of children with SEND is reviewed with parents, children and teachers, with targets set in November, March and June, in line with reviews of their One Plans. All staff make

reference to the Essex Provision Guidance Toolkit and Essex Banding Descriptors when determining a level of need and support for those children with SEND.

Access to Specialist Support and Advice

The currently school accesses additional support from the following agencies to meet the specific needs of some children:

- Speech and Language Service
- Essex Educational Psychology Service
- Essex link Inclusion Partner
- Occupational Therapy
- Physiotherapy
- Independent Educational Psychologist (3 visits per year)
- Health Services – School Nurse, ADHD Nurse
- EWMHS – Emotional Wellbeing and Mental Health Service
- Art therapy



A GRADUATED APPROACH TO SEND SUPPORT Overview

HIGH QUALITY TEACHING (HQT)

High Quality Teaching takes place in all classes. Activities may be differentiated, scaffolded or additional support provided to ensure all children can fully access the curriculum.

CLASSROOM SUPPORT

Children requiring additional support will be offered interventions which are delivered by a member of staff in the class. Interventions are often short term and will address a specific area of need. Additional interventions for groups or individuals are recorded on a class intervention map where the child's progress can be regularly monitored and reviewed. This is shared with the SENCo.

ADDITIONAL SCHOOL INTERVENTION AND SUPPORT (AIS) - ONE PLAN

This level of intervention is required for children who are not making adequate progress, despite the additional classroom support in place. These children will be on the SEND register and will have a One Plan which has individualised SMART targets for the child to work on. These are reviewed termly. Class teachers, parents and SENCo are involved in the One Plan process. Where appropriate, involvement of external specialists is also considered at this stage.



HIGH NEEDS (HN) - EDUCATION AND HEALTH CARE PLAN

Where a child demonstrates High Needs, a referral for a statutory assessment by the local authority is made. The local authority considers the implementation of an EHC Plan. If the local authority agrees the need for an EHC Plan, this will be written in conjunction with parents, the child, school staff and outside professionals. All children with an EHC Plan will have their own One Plan setting out the outcomes and short-term objectives that have been established after consultation with the parents and the child.