



Chaloner Primary School

SEND Policy

Special Educational Needs and Disability (SEND) Policy

At Chaloner Primary School, we value the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities.

The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and are equal members of the school.

As such, provision for pupils with SEND is a matter for the school as a whole.

Definition of Special Educational Needs

- A pupil has **SEND** if they have a special learning difficulty (or disability), which calls for special educational provision that is different from, or additional to, that which is normally available to pupils of the same age.
- These difficulties will fall into the following four categories:
 - Sensory and/or Physical
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties

Some students may have complex needs, which cover a range of difficulties.

- The Disability Discrimination Act (1995) states that *'a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'*
- Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

Aims

The aim of our SEND Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by all teaching and support staff.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND. This access to the curriculum is at an appropriate level, through Quality First Teaching.
- Records relating to SEND follow the child through the school. They should be clear, accurate and up to date.
- We raise staff expertise and awareness of SEND, through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and external agencies.
- Each child's learning and achievements are maximised at every stage of their primary school career.
- There is adequate resourcing for SEND.

The Local Authority's *Local Offer*

- The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the '*Local Offer*'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

- This utilises the Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Responsibility

Chaloner Primary School recognises that provision for children with SEND is a matter for the school as a whole. All staff have a responsibility for identifying students with Special Educational Needs and Disability.

Roles and responsibilities with regard to SEND are designated in the following way:

Head Teacher:

- Allocate roles and responsibilities to staff, so that identified special needs are met.
- To liaise with staff, SENDCo, support services, parents and pupils.
- To report to Governors on the needs of the SEND children in their care.
- To delegate the organisation of review meetings to the SENDCo.
- To ensure that the needs of SEND children are met within the school.

SENDCo: Mr Dale

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND children, together with the Head teacher and Class Teachers.
- To assist with, and advise on, the teaching and assessment of children with SEND.
- To organise annual and termly reviews.
- To ensure that SEN Support Plans are written and reviewed termly.
- To ensure that provision for pupils with SEND is mapped.
- To ensure that the impact of SEND interventions for each pupil is assessed and monitored.
- To meet regularly with the Head teacher to discuss individual children, resources and use of time.
- To give advice on the level of support, and use of appropriate resources and strategies to support learning.
- To ensure that the school's SEND register & provision map is updated regularly.
- To lead the annual review of the SEND Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to Governors as requested by the Head Teacher, and through the annual SEND Report to Governors.
- To support staff to write termly SEND Support Plans for pupils.
- To work in conjunction with the Class Teachers and Teaching Assistants.
- To lead INSET on SEND in school as appropriate.
- To take responsibility for upskilling, through reading, researching & attending appropriate INSET and courses.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Class Teachers:

The SEND Code of Practice (2014) focuses on meeting SEND needs within the classroom; all class teachers are responsible for meeting the needs of all children in their class. This is done, in the first instance, **through Quality First Teaching.**

- Ensure that the curriculum will be differentiated and delivered in an inclusive way. If there is a concern, a referral to the SENDCo should accompany a structured and well-differentiated teaching programme.
- To identify the Special Educational Needs of individual children in their class.
- To know which pupils in their class are on the SEND Register and at what stage.
- To consistently deliver *Quality First Teaching* in their classroom, differentiating curricular tasks appropriately, creating an inclusive environment for all children.
- To use additional resources, including staff, effectively in class.
- To write termly SEN Support Plans for those pupils identified with SEN Support, or who have an EHCP.
- To provide a detailed record of the SEN Support Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure that these Support Plans are reviewed with parents, the child (if appropriate) and SENDCo, at least three times a year.
- To use the termly SEN Support plans as a working document, which will inform day-to-day planning.
- To attend appropriate INSET and courses.

Teaching Assistants:

Under the guidance of the Class Teacher to:

- Carry out activities and learning programmes, planned by the Class Teacher and the SENDCo.
- To keep records of this work as requested.
- To support children in class, or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Governors:

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of this School.

For further information relating to our school's arrangements for *identification of SEND* and related processes, see the ***SEN Information Report.***