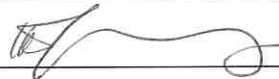




Policy:	Special Educational Needs and Disability (SEND)
Policy Date:	Autumn 2018
Review Cycle:	Annually
Reviewer:	Standards Committee
Approved:	
Next Review:	Autumn 2019

At Chawton C.E. Primary School we value all pupils equally and believe that all pupils should be offered access to a broad, balanced and relevant education for children of differing needs and abilities. Inclusion gives the opportunity and support for all pupils to achieve challenging academic standards and personal, emotional and social development. At Chawton we aim to remove barriers to pupil's achievement to ensure the best possible progress for all our pupils. We endeavour to ensure that all children have full access to the school curriculum and every aspect of school life.

#### Definition of Special Educational Needs

In the Special Educational Needs (SEND) code of practice: 0 to 25 years (July 2015) it states:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children’s and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”  
(Paragraph 1.24 SEND Code of Practice)

Through the Chawton SEND Policy we endeavour:

- To provide curriculum access for all through Quality First Teaching
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of participation from pupils, parents and carers
- To provide provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a good level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners
- To promote links with educational settings, including specialist schools and colleges, sharing skills and best practice for all staff.
- To “promote children’s self-esteem and emotional wellbeing and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum 2014)

## **Roles, responsibilities and co-ordination of provision**

*Provision for pupils with SEND is a matter for the school as a whole.*

### **The Governing Body**

The school governors' role is to ensure that they are familiar with the SEND policy and practice within the school.

The Governor for SEND works closely with the SENCo and is involved with SEND policy and its implementation in school. The governors report to parents on the implementation of Chawton's policy for Special Educational Needs and Disability.

In doing so, Governors will have regard for the SEND Code of Practice: 0 to 25 years (July 2014).

### **The Headteacher**

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo. The Headteacher seeks out and shares best practice with the LA and other schools.

### **The School Staff**

Every teacher is aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown to pupils at all times. Under the SEND Code of Practice all teachers do their best to make reasonable adjustments to meet individuals' needs through Quality First Teaching.

Class teachers, including Learning Support Assistants (LSAs) are involved in identifying, assessing and making provision for vulnerable pupils, those with SEN or who are disabled. Teachers will write Personalised Learning Plans for identified children with SEN and will work in partnership with LSAs, the SENCo and families to enable pupils to achieve the desired outcomes. Teachers will review the Personalised Learning Plan (PLP) regularly, with LSA and SENCo support. The PLP will be shared with parents during consultation evenings.

### **The Special Needs Coordinator (SENCo)**

The SENCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of the SEND policy. The SENCo co-ordinates the quality provision for vulnerable pupils, those with SEN or who are disabled to ensure positive outcomes. Where needs arise the SENCo will use assessment strategies and observations to support teachers and LSAs to deliver quality learning for identified children. The SENCo refers to and works in partnership with outside agencies and the SEN Services where the need arises.

The SENCo meets with parents and carers and outside agencies to ensure the needs of individual children are met.

The SENCo regularly participates in continuing professional development in order to keep up to date with current local and national initiatives and to seek out and share best practice.

### Admissions and inclusions

Admission arrangements for children with special educational needs are in line with Hampshire County Council Guidelines. Children with additional educational needs are considered for admission in line with Hampshire County Council admissions policy which has been adopted by the governing body.

### Identification and assessment of pupils with SEN

The majority of pupils will have their needs met through normal classroom arrangements and appropriate support and challenge (Quality First Teaching).

The school endeavours to identify children who have a special educational need as early as possible. Evidence will be collected through the school's assessment and monitoring arrangements, through observations and through discussions between staff and parents /carers. The class teacher will consult with the SENCo to identify the child's needs and provision. Hampshire Criteria for SEN will be used to support decisions. Pupils identified will be recorded on the SEN register.

Advice and support from outside agencies will be obtained if appropriate. These may include the Educational Psychologist, Behaviour Support Team, Occupational Therapist, Speech and Language Therapist, medical specialists, teacher advisors, specialist teachers and EMTAS for children with English as an additional language. There is also liaison with and involvement from health and social care agencies when the need arises.

Provision may involve adjustments made to the environment, teaching style, resources and curriculum or it may be in the form of structured programmes (interventions) that pupils follow, either in a small group or on a 1:1 basis. Provision may also involve the use of outside agencies listed above.

An Education, Health and Care Plan (EHCP), or a Special Educational Needs Support Agreement (SENSA) can be sought, if the child's needs and provision meet Hampshire County Council's criteria.

Provision that is additional to or different from that available to all will be recorded on a class provision map and an individual one page profile; these are shared with parents during parent consultations.

Pupils who have an EHC Plan will have an annual review involving school, parents, the child and relevant outside agencies; a report will be provided for the Local Education Authority.

### This policy should be read in conjunction with:

Accessibility Plan  
Admissions Policy  
Attendance and Punctuality Policy  
Behaviour Policy  
Child Protection Policy  
Complaints Procedure  
Equalities Statements  
PSHE and Citizenship Policy  
Teaching & Learning Policy

Policy to be reviewed: Autumn 2019

