

# Special Educational Needs and Disabilities (SEND) Policy



Responsibility for oversight and update of this Policy	SSC
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<a href="#">h:// Policies/SEND Policy</a>	

*Developing the roots to grow and wings to fly*

## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Set out how our school aims to support and make provision for pupils with Special Educational Needs and Disabilities
- Make sure our school fully implements national legislation and guidance regarding children with SEND.
- Set out how our school will:
  - Support and make provision for children with special educational needs and disabilities.
  - Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND.
  - Help children with SEND fulfil their aspirations and achieve their best.
  - Help children with SEND become confident individuals living fulfilling lives.
  - Communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the child.
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

## 2. Vision and values

At Chadsmead we provide all children with access to a broad and balanced curriculum.

We are committed to making sure all our children have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

We aim to have clear processes for identifying, assessing, planning and providing for SEND children that involve parents/carers as well as children in their learning journey.

We strive to develop ongoing pathways of help and support through whole school provision and individual plans for support for each child with Special Educational Needs through a graduated approach.

We ensure that all staff are aware of the guidance set out in the SEND Code of Practice 2014 and maintain that every teacher is a teacher of SEND pupils so that together with families, children in our care can be the best they can be.

## 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/academy-trust-governance-guide), which sets out governors' responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## 4. Inclusion and equal opportunities

At Chadsmead we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this undertaking adaptive teaching, making reasonable adjustments and ensuring children with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- A physical or mental impairment which has long term impact (more than one year) such as engagement with an outside agency.
- A physical or mental impairment which has a substantial (more than minor) adverse effect on a child's ability - such as a diagnosed condition.

**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.

### 5.2 Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments wherever possible for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The four broad areas of SEND need

The needs of children with SEND are grouped into 4 broad areas.

- Communication and Interaction (including Autism).
- Cognition and Learning (including specific learning difficulties such as Dyslexia, Dyspraxia or Dyscalculia).
- Social, Emotional and Mental health Difficulties (including mental health difficulties such as anxiety, depression or an eating disorder, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder, adverse childhood experiences or challenging, disruptive or disturbing behaviour)
- Sensory and/or Physical Needs (Including sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment a physical impairment).

Children can have needs that cut across more than 1 area, and their needs may change over time.

SEND Support will be considered carefully and chosen to be the most appropriate for the child's particular area(s) of need, at the relevant time through the assess, plan, do, review (APDR) process based on observations over time and assessments.

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Helen Cadman

The SENCO will:

- Work closely with class teacher in order to inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made with teachers.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the child and their parents/carers are informed about options and that a smooth transition is planned.
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all children with SEND up to date.
- Work with the headteacher to regularly review and evaluate SEND support that the school offers and analyse SEND data to identify performance trends to reflect and reinforce the quality of provision and teaching.

### 6.2 The SEND Link Governor

The SEND Governor is Sarah Snashall.

- The SEND Governor will:
- Help raise awareness of SEND issues at Governor meetings.
- Meet regularly with the SENCO to gain an overview of the quality and effectiveness of the SEND provision within the school and update the governing body regarding this.
- Work with the headteacher and SENCO to determine the strategic direction of development of the SEND Policy and provision in school.

### 6.3 The headteacher

The headteacher is Gemma Grainger

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of children with SEND.

#### **6.4 Class teachers**

Every teacher is a Teacher of SEND

Each class teacher is responsible for:

- The progress and development of every child in their class
- Planning and providing high-quality adaptive teaching to meet a child's needs through a planned, responsive or graduated approach.
- Working closely with any teaching assistants or specialist staff to plan, deliver and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they understand the SEND policy and SEND information report.

#### **6.5 Teaching Assistants**

Each teaching assistant is responsible for:

- Ensuring the day-to-day provision is in place for the children they are directed to support.
- Maintaining regular communication with the class teacher and SENCO regarding the children they are directed to support
- Carrying out the agreed Plan for Support for the children they are directed to support
- Implementing the agreed strategies, programmes and advice from specialists or the SENCO
- Seeking advice from the class teacher and SENCO to support learning and move learning on.

#### **6.6 Parents or carers**

Parents or carers should let the school know if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register are always given the opportunity to provide information and express their views about the child's SEND and the support provided.

They will be:

- Invited to meetings three times a year to review the support that is in place for their child.
- Encouraged to share any concerns they may have as well as any achievement and aspirations for their child.
- Asked to provide information about the impact of their Child's SEN support outside school and any changes in their child's needs.

The school will take into account the views of the parent or carer in any decisions made about the child.

#### **6.7 The child**

Children will always, where possible, be given the opportunity to express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Saying what they believe their strengths and challenges are.
- Sharing what they think their next targets could be.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 Identifying children with SEND and assessing their needs.

Chadsmead will always assess each pupil's skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. In doing so at regular intervals during the school year, we identify any child whose progress is:

- significantly lower than that of their peers
- significantly slower than that of their peers
- Failing to match or better their previous rate of progress.
- Failing to close the attainment gap between them and their peers.
- Widening the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

#### **Initial Identification Process:**

In order to identify any specific learning needs, we follow a systematic graduated response:

1. Class teachers provide Quality First Teaching and follows Chadsmead's Offer for Support – see website.
2. Class teacher identifies a child's possible additional needs from Quality First Teaching, teacher assessment, transition information, observations, parental discussions etc.
3. Class teacher completes an Initial Concern Proforma and arranges a meeting with the SENCO to share findings and evidence.
4. The SENCO and Class teacher establish any next steps, reasonable adjustment or strategies using the Staffordshire Graduated Response for guidance.
5. The Class teacher puts in agreed strategies to support the identified need, with the aim to remove or diminish the identified need through Quality First Teaching and completes the next steps identified within the agreed time scale.
6. The Class teacher meets with SENCO on scheduled meeting date and shares the outcomes of the reasonable adjustment and next steps.
7. One of the following pathways is followed:
  - a) Further next steps for QFT are identified and followed – return to step 3.
  - b) The child is agreed to be discussed at Pupil Progress meeting with head teacher.
  - c) A parental meeting is arranged with the SENCO and class teacher to discuss the child's needs further.
  - d) A parental meeting is arranged with SENCO to obtain SEND registration permission from where the child will have their own SEND Plan for Support and follow the termly Assess, Plan, Do, Review cycle for SEND.

- e) A parental meeting is arranged with the SENCO and class teacher to obtain referral permission to an external support agency due to a higher level of need.
- 8. Class teachers review pathways at least once a term in a meeting with the SENCO but can discuss pathways or concerns at any time.

## **8.2 Consulting and involving children and parents.**

Chadsmead puts the child and their parents and carers at the heart of all decisions made about special educational provision through a child centered approach.

When we are aiming to identify whether a child has additional needs, we will always aim to have an early discussion with the child's parents and child (where appropriate). These conversations make sure that:

- Everyone has a good understanding of the child's areas of strength and challenge.
- Everyone is aware of any concerns that anyone has.
- Everyone understands what is agreed to help support the child.
- Everyone is clear on what the pathway of support is to help the child.

Notes of these early discussions are always kept and added to the child's record.

Should a child be placed on the school's SEND register as part for the Graduated Response, school will formally notify parents and they will be provided with a copy of the child's individual Plan for Support.

## **8.3 The Graduated Approach to SEN support**

Once a child has been identified as having SEN, school will always aim to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs through the initial concern process, through school's normal assessment procedures or additional assessment available to school. Assessment is reviewed regularly to help make sure that the support in place is matched to the child's need. This can be through formal assessment, observations, or assessments over time. The views of the child and their parents will be considered. The school may also seek advice from external support services.

### **2. Plan**

In consultation with the parents and the child, the class teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. At Chadsmead, children with recognised SEND have their own individual Plan for Support.

All staff who work with the child are aware of the child's Plan for Support, which records the targets the child is working towards, the outcomes sought, the types of support provided and any teaching strategies or approaches that are needed along with any background information and external agency information that is useful for others to know.

This information is also recorded on our management information system, INSIGHT and is made accessible to staff. A copy is always shared with parents so that they can reinforce the learning and contribute to their child's learning progress at home.

### **3. Do**

The child's class teacher retains overall responsibility for their progress and implementation for the Plan for Support.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.



#### **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date with the SENCO.

The SENCO and class teacher, along with the head teacher, evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the child has made towards their outcomes.
- The evidence of work undertaken by the child.

The teacher and the SENCO will revise the outcomes and support considering the child's progress and development, and in consultation with their parents.

### **8.4 Levels of support**

#### **School-based SEND Support**

All children receive high level Quality First Teaching.

Children receiving SEN provision are placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will liaise with parents to involve external specialists.

Provision for children with SEND is funded through the school's notional SEND budget.

On the census these children will be marked with the code K

#### **Education, Health and Care Plan (EHCP)**

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan through an Educational Health Care Needs Assessment (EHCNA) by the local authority. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and from the Local authority should an EHCP be granted by an independent panel.

On the census these children will be marked with the code E.

### **8.5 Evaluating the effectiveness of SEN provision**

The headteacher and SENCO regularly monitor and evaluate the quality of provision for all children.

We evaluate the effectiveness of provision for children with SEN by:

- Analyse outcomes for children at termly pupil progress meetings
- Tracking childrens' progress, including by using provision maps and outcomes of individual Plans for Support
- Carrying out the review stage of the graduated approach in every cycle of SEN support with the SENCO
- Obtaining pupil voice, parents voice and staff voice about the child's learning
- Monitoring the provisions and work produced by the children in relation to their Plan for Support.
- Holding annual reviews for children with EHC plans
- Obtaining feedback from the child and their parents

## **9. Expertise and training of staff**



The SENCO has over 20 years of experience in the role as Special needs Coordinator across the primary and Middle School age phases. She runs the Academy Trust's SEND Network group and is the area coordinator for Lichfield and Burntwood Whole School SEND initiative.

Our teaching assistants are trained to deliver SEN provision and attend training sessions linked to their pupil's support needs. All teaching assistants deliver support and intervention in the year group to which they are assigned and attend staff meetings alongside teaching staff each week. Additional specific training is undertaken when required ie: Speech, Language and Communication Training

All staff belong to the academy trust's network or expert group and attend six professional development meetings each year in addition to being part of the trusts 'Growing Great People' Initiative through the Academy's Institute of Education.

The headteacher and SENCO arrange for any specific training needs in order to incorporate this into the school's plan for continuous professional development programme.

## **10. Links with external professional agencies**

The school endeavors to meet the needs of every child. When it is unable to meet the child's needs this will be shared with parents and the local authority. Whenever necessary the school will work with external support services such as:

- General practitioners or paediatricians
- Speech and language therapists
- 0 – 19 Wellbeing practitioners including school nurses
- Autism Inclusion Service
- Engage Youth Mentoring.
- Action for Children
- Physical and Sensory Support Service
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Child and adolescent mental health services (CAMHS)
- Family Support Services & Early Help teams
- Education welfare team
- Social services
- First Response and Safeguarding teams

## **11. Admission and accessibility arrangements**

Please refer to the school's admissions policy

Please refer to the school's accessibility policy

## **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does

not resolve their concerns, parents are welcome to contact school to discuss their concern with the SENCO. Should their complaint still not be resolved, then parents are advised to seek contact with the headteacher and subsequently submit their complaint formally following the school's complaints procedure.

Additional support and advice can also be obtained from:

- [SEN Code of Practice](#) - pages 246 and 247
- SENDIASS: Staffordshire SENDIASS Family Partnership - Independent information, advice and support Service <https://www.staffs-iass.org/home.aspx>

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy.

We evaluate how effective our SEND provision is with regards to:

- The staff's awareness of children with SEND.
- How early we can identify the needs of children.
- Children's progress and attainment once they have been identified as having SEND.
- Whether children with SEND feel safe, valued and included in the school community.
- Comments and feedback from children and their parents.

### 13.2 Monitoring the policy

This policy will be reviewed by the SENCO **every year**.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the SSC.

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## 14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- Chadsmead Local Offer documentation
- Accessibility plan
- Behaviour and restorative relationship policy
- Equality policy
- Supporting children with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy