

Chestnuts Primary School

SEND Policy (Special Educational Needs & Disability)

Adopted by: AWAITING APPROVAL BY FULL GB
Dated: February 2015

Signed: (Head Teacher)

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Date of Issue: October 2014	
Next Review (Annually)	Reviewed: February 2015
Status: This policy is reviewed every year by the School's Governing Body	

Special Educational Needs Policy

Our school is currently undertaking a review of this policy to meet the new requirements for Special Educational Needs and Disability (SEND) in line with the new SEND Code of Practice effective from 1 September 2014.

The Special Educational Needs co-ordinator (SENCO) is Pat Man who can be contacted either by telephone 0208 800 2362, school office or email: senco@chestnutsprimary.com. Pat Man has been a qualified teacher since 1993 and has been a SENCO since 2005.

The SEN team consists of two Higher level teaching assistants, sixteen Learning support assistants (variable, dependent on the needs of the school), one Learning mentor and one part time school counsellor.

The Special Educational Needs governor is Hannah D'Aguiar who can be contacted via the school Office or email: governors@chestnutsprimary.com.

Introduction

At Chestnuts Primary School, we believe that all children have an entitlement to a broad, balanced and creative curriculum. We are firmly committed to the principle of inclusion where all children are equally valued and are provided with access to opportunities which develop their skills, abilities and confidence to enable maximum participation in all activities. We strive to eliminate prejudice and discrimination and to develop an environment where all children feel safe and happy.

We ensure that all children with Special educational needs (SEN) are identified at the earliest opportunity and appropriate action is taken. We involve parents/carers at all stages of the process. Every teacher is responsible for the learning of all children, including those with SEN. The Governing Body is legally responsible for the SEN policy and practice at Chestnuts Primary School and ensures that staffing and funding is in line with the SEND Code of Practice 0 to 25 guidance (Sept. 2014).

Aims

- To provide an environment where all children and adults can develop an acceptance and appreciation of the diversity of ability and need.
- To ensure early identification and assessment of SEN children.
- To maximise the opportunities for children with SEN to be included in activities to develop their skills and abilities and to make progress.
- To identify the roles and expectations of all teachers and support staff working with SEN children.

- To ensure parents are informed and involved in their child's SEN in review meetings. (Interpreters will be arranged where necessary).
- To encourage children to express their views and be fully involved in their learning.

- To work closely with other outside professional agencies and share expertise.

Identification, assessment and review procedures

A child is considered to have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of children of the same age
- an emotional and / or behavioral difficulty
- a disability which prevents or hinders their effective use of the schools' facilities

The four main areas of special educational need are:

1. Communication and Interaction (difficulties in language development either understanding what they hear or being able to express themselves)

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning (processing or retaining information)

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social, emotion and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention deficit disorder (ADD), Attention deficit hyperactive disorder (ADHD) or Attachment disorder (AD).

4. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children must not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. The difference between SEN and the needs of the bi-lingual learner must be carefully made. However, such needs can overlap and it is vital that SEN are not overlooked in children whose first language is not English.

Chestnuts Primary School has an assessment cycle which assesses and records the progress of all children every term. Assessment and tracking data is used in the Pupil progress reviews to identify children who are not progressing satisfactorily and who may have additional needs. Parents may also raise concerns regarding their child's progress.

Placement on the school's SEN support register ensures that children are well supported to achieve their full potential through the planning, action, monitoring and review process. Some children will be on the SEN support register as a short-term catch-up measure while a number of children will require longer, more sustained support. The progress of all children and their records is a confidential matter between school staff and the child's parents/carers.

A Graduated approach to SEN support

1. Registering a concern
2. SEN support – Quality first teaching (Differentiation) in the classroom
3. SEN support – involving outside agencies
4. Statutory Assessment – which may then lead to an Education, Health and Care (EHC) plan.

1. Registering a concern

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All staff are responsible for identifying children with special educational needs and the SENCO works with staff to ensure that these children are identified at an early stage. Class teachers raise any concerns on a Cause for concern form with the SENCO who will carry out observations and assessments of the child. A meeting is arranged with parents/carers to discuss the strengths, weaknesses and any issues affecting a child's learning or social interaction. With parents/carers agreement the child is placed on the SEN support register.

2. SEN support

Teachers use Quality first teaching (Work is differentiated by adapting tasks to make learning accessible) to support children who are on SEN support. Most of their needs can be met by this differentiated curriculum and others may benefit from National catch - up programmes for Maths or English. Children will have class targets which they are working towards.

Strategies employed to take action may include one or more of the following:

- targeted in-class support
- modified learning materials/alternative methods of presentation
- extra reading time with a teaching assistant
- access to ICT programmes to enhance number skills and spelling skills
- opportunities for pastoral contact within the class
- home/school liaison to check progress agreed with the parents
- access to small group teaching
- behaviour management strategies
- assistance with physical activities/manipulation of tools & equipment

Progress will be reviewed at a meeting with staff, parents/carers and child once every term (November, March and July). If significant progress has been made by a child, it may be agreed that they should be removed from the school's SEN support register. There will be some children whose progress continues to cause concern despite SEN support and in such cases, the school, in

consultation with the parents and Outside professionals, a Single Referral form will be completed to request specialist input.

3. SEN Support (External agency)

SEN support (External agency) denotes the direct involvement of outside agencies with the child. The support offered is likely to be more individualised and sustained. In addition, advice from outside professionals will be incorporated into the targets and support and these professionals will be invited to contribute to the monitoring and review of progress. These review meetings will be held three times a year (November, March and July). Should a child make significant progress so that the direct involvement of outside agencies is no longer required, the school will provide differentiation in the class and this is reviewed to ensure that progress is maintained.

Involvement of outside agencies will continue as long as the agency believes they can contribute to a child's progress. Decisions to sign off a child are made by the outside practitioner, the school and parents at a SEN review meeting. In the case of a very small number of children where there is still insufficient progress despite Outside agency involvement and interventions, the school may apply, with parental consent, to the Local Authority (LA) for a statutory assessment. Children and parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care (EHC) plan. Under the provisions of the SEND Code of Practice 0 to 25, parents may apply independently of the school for an EHC plan assessment. This process takes up to 20 weeks.

4. Education, Health and Care (EHC) plan

In addition to the termly SEN reviews, the school has a statutory duty to review the child's progress and the outcomes of the specific support outlined in the EHC plan annually and to provide a report for the LA. The Authority could decide to:

- maintain the current provision
- make additional provision if there is significant professional evidence that a child's needs have changed or are not being met by current provision
- Stop an EHC plan due to the child making significant progress
- Planning for the transfer of pupils with EHC plan to Secondary school will be started in year 5, the year prior to the year of transfer

Roles and Responsibilities

The Special educational needs co-ordinator (SENCO), has responsibility for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating SEN provision and keeping the Head teacher informed
- Maintaining the school's SEN support register and overseeing records for all children with SEN
- Organising review meetings and liaising with colleagues, parents and outside professionals
- Contributing to children's assessment and evaluating the outcomes of their provision
- Organising and delivering In-service training
- Organising Annual reviews for children with EHCP
- Co-ordinating the roles of the Learning support assistants and the Learning mentor in meeting the needs of SEN children and implementing intervention programmes which are monitored and outcomes are evaluated

- Have an understanding of SEN whole school data to monitor the progress and attainment of SEN children
- Meeting with the SEN Governor once a term to provide information and discuss SEN issues to report to the Governing Body.
- Identifying priority targets linked to the School improvement Plan. These targets form the SEN action plan.

The Headteacher has overall responsibility for SEN provision and monitors the SENCO, policy and practice at Chestnuts Primary School.

The Governing Body is involved in monitoring the school's SEN policy and the quality of SEN provision. All governors are kept up-to-date about the school's SEN provision and funding and how it is deployed.

Transition

A high proportion of children coming to Chestnuts Primary School transfer from Woodlands Park Nursery School and Children's Centre. There is a well-established system for passing on information about children with SEN. The SENCOs from both schools meet in the Summer term to discuss children transferring who have any special educational needs. In some cases the SENCO will attend a transition SEN meetings with parents and involved professionals for children who have an EHC plan or are in the process of applying for an EHC plan. Where children transfer in from other schools, the Administration team / SENCO will request SEN information from the school. In the Summer term of Year 6, class teachers meet with secondary school representatives to discuss children transferring to their school and information relating to SEN will be shared during this process. For those children who have an EHC plan, the LA has a duty to provide an EHC plan that names the appropriate secondary school to ensure continuity of provision. The SENCO / support worker from the secondary school is invited to attend the final Annual review / SEN review meeting in the Summer term of Year 6. All SEN records are transferred to secondary schools.

Adult support and visual timetables are provided for children who need support when moving from their class to another part of the building e.g. to the swimming pool, music room, library, dining hall or to the playground.

Links with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs and the school receives regular visits and advice from a variety of external services which vary over time e.g. Speech & language therapy service, Haringey Language support team, Educational psychologist, Haringey Exclusion team, Haringey Autism team, CAMHS (Children and adolescent mental health service), School nurse, Social services, Education welfare service, Child Development Centre, Hearing impairment team, Visual impairment team and Occupational therapy. The SENCO is responsible for liaising with all the above agencies and for enabling class teachers and parents/carers to meet with appropriate professionals.

Restraint

It is very rare for restraint to be used at Chestnuts Primary School, but occasionally situations arise when it proves necessary for an adult in the school to use restraint on a child. All members of staff are authorised to use restraint but it is expected that this right will be exercised sparingly. Examples of situations where it may be appropriate to use restraint are:

- A child attacks another child or member of staff
- Children are fighting and causing risk of injury to themselves or others
- A child is committing or on the verge of committing damage to property
- A child persistently refuses an instruction to leave a classroom
- A child is seriously disrupting a lesson

At Chestnuts Primary School we work hard to ensure expectations about acceptable behaviour are clear to all children and staff. A few children who struggle to manage their own behaviour and who may be at risk of sudden outbursts which may put them and others at risk of physical harm, are likely to have individual Pastoral Support Plans (Behaviour Plans). All staff should be aware of these children so that interventions suitable for each child can be put in place before the situation escalates. However, in sudden and extreme cases the use of physical restraint may be necessary and this should be used in proportion to the circumstances of the incident, with the minimum force required to achieve the desired outcome.

All members of staff attended restraint training in Sept. 2014. This included a variety of strategies and methods of restraint. Restraint training will be offered to staff on a rolling programme.

Incidents of restraint recorded

Whenever it is necessary to use restraint on a child the incident must be recorded on the Restraint form (appendix 1) and a copy passed to the Headteacher within 2 hours. It is important that parents are informed of the need to use restraint on their child on the same day if possible, and this should also be recorded along with details of any other relevant agencies informed of the incident.

Sources of Further Information

1. Haringey Children's and Families services website: www.haringey.gov.uk

Email: sen@haringey.gov.uk Tel: 020 8489 3668

2. Special Educational Needs and Disability Code of Practice 0 to 25 (Sept. 2014)
Ref: DFE-00205-2013

Reviewed policy agreed by Governing Body on:	
Reviewed policy shared with staff on:	
Policy to be reviewed again on:	

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Record of restraint

Name of adult making report..... Date.....

Name all adults and children involved in the incident.
Describe what led to the use of restraint.
Describe how the pupil(s) was/were restrained.

Signed

To be completed and given to Headteacher within 2 hours of incident.

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Record of restraint – Notification of Parents/Carers and other professionals/agencies involved

To be completed by the Headteacher

Who was notified?	Date and time	Follow up Action?
Parents/Carers		
Name of other professionals / agencies (e.g. LA's Inclusion Team, police etc)		

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Signed: Head Teacher

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