

Special Educational Needs and Disability Policy

CHESTNUTS PRIMARY SCHOOL



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Approved by:		
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1. Aims

Our SEND policy and Information Report aim to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Chestnuts is a safe, caring and inclusive primary school that creates a learning environment and community that articulates our mission and core values. Our children are creative and passionate about their learning. Their resilience, compassion and tolerance are showcased in how respectful they are towards others. They leave our school with the competencies needed to thrive in their further education and the world.

At Chestnuts we endeavour to provide the best education for all children while working in partnership with all stakeholders. We continue to practice excellence in all areas of the school life to enable all children to be successful and achieve their full potential in a happy and inclusive environment.

Children with SEND are identified through the Code of Practice guidance, Progress Data, Professional judgment and processes within the school. Once their needs are identified the school works closely with the class teacher and parents to offer the best support. This can be through intensive additional intervention, adjustments and scaffolding and/or the use of additional and external assessment/diagnosis.

2. Legislation and guidance

This policy 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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for 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 the majority of the 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mavis Scott

They will:

- Work with the headteacher and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. D that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed each term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. A detailed and timely transition programme is agreed with both schools to ensure that the transition is conducive to the child and their needs. At the end of KS2 an in house transition programme is delivered every other half term to children with SEN in preparation for secondary school. This is delivered by a trained Learning Support Assistant.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted to meet the needs of individual pupils.

We will also provide the following interventions:

A variety of therapies such as Music Therapy, Play Therapy, SALT, OT

Health and Well-being – School Counseling, Trailblazers, Pastoral support, CAMHS, extra-curricular activities, swimming group

Social skills – Nurture groups, social skills group, cooking

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using the Zones of Regulation to allow children to have regular movement breaks throughout the day to enable emotional regulation.
- The Accessibility Plan provides more detail on adaptations are made.

5.8 Additional support for learning

We have 12 Learning Support assistants and 4 part-time HLTA's who are trained to deliver interventions such as Leading a Nurture Group, OT provisions for Schools, Emotional Literacy Support, Attention Autism, Shape Coding, Transition workshops

Learning Support Assistants will support pupils on a 1:1 basis when this is a requirement based on EHCP provision or if a child will be in danger if left unsupervised.

Learning Support Assistants will support pupils in small groups when this a requirement based on EHCP provision and where the efficient use of staff to the ratio of children is effective and concise to close gaps in the children's learning.

We work with the following agencies to provide support for pupils with SEN:

CAMHS, Haringey ASC team, NHS services – SALT, OT, Physiotherapist, School Nurse, EP services, Trailblazers, ~School Counsellor, Play Therapist

5.9 Expertise and training of staff

Staff have received a range of training at three levels; awareness, enhanced and specialist.

Our SENCO has 4 years of experience in this role and has worked as a Teacher and Middle Leader for 14 years.

They are allocated 5 days a week to manage SEND provision.

We have a team of 12 Learning Support Assistants (LSA's), 5 Early Years Practitioner, 4 part-time higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. In the last academic year, staff have been trained in Zones of Regulation, Shape coding, Neurodiversity, Makaton Level 1 & 2, varying areas of OT

We use specialist staff for Speech and Language Therapy, ELSA, Emotional Regulation, OT

5.10 Securing equipment and facilities

Our Accessibility report shows in more detail how Chestnuts provides and supports children who need specialist equipment and facilities for them to access their learning. The school works closely in partnership with both parents and agencies involved in providing the resources needed for the child to be successful.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Using the school's tracking and progress tools to identify progress and gaps in learning.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Planned trips are risk assessed and provisions or alternative arrangements are made so that children with SEND can be engaged in the planned activities. The venues catering for the children are also informed before hand so that the necessary arrangements can be made to include children with SEND

All pupils in Year 6 are encouraged to go on our residential trip to Pendarren.

All pupils are encouraged to take part in sports day/school plays/special workshops, assemblies

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. Our Admissions Policy provides information on the criteria for how children with a disability are admitted.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - Any of your oversubscription criteria that prioritise pupils with disabilities
 - An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability
- Our School's Equalities and Accessibility Policies outline clearly the expectation for all children including those with SEND. The Accessibility Plan provides information on how the schools supports and provides facilities for children with disabilities to access the school. This information can be found on the school's website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of knitting and library clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Action relating to SEND support will follow the graduated approach which is the assess, plan, do and review model.

Progress towards the outcomes set for the child will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS)

Once a referral is accepted then the school, parents and agencies will work in partnership to ensure that the support, resources and strategies are implemented in order for the child to make the necessary progress.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO/head teacher in the first instance. They will then be referred to the school's complaints policy.

For complaints, please contact the School Governor with responsibility for SEND. Her name is **Maureen Duncan** She can be contacted via email at Maureen.duncan@thebrook.haringey.sch.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>

Markfields - <https://markfield.org.uk/>

Sendiass - <https://markfield.org.uk/sendiass-2/>

5.17 Contact details for raising concerns

Mrs Katie Horwood – Head teacher at head@chestnutsprimary.com

Ms Carole Newton – Deputy Head at deputy@chestnutsprimary.com

Ms Mavis Scott – Senco at senco@chestnutsprimary.com

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by SENco – Mavis Scott **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility Plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- SEND Information Report
- Admissions Policy