



CHIEVELEY PRIMARY SCHOOL

BE FUTUREPROOF!

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY MAY 2025

INTRODUCTION

Key Personnel

- Michael Harris (Headteacher)
- Lorraine Shaw (SENCo)
- Maria Collins (Inclusion Governor)

Our Vision for SEND

We believe that **every** child in our care has the right to a broad and balanced curriculum that is matched and adapted to the needs of the individual. At Chieveley we have a culture of high aspiration for all children; we have developed a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils. All our teachers are teachers of SEND.

Chieveley is committed to inclusion, our strategic planning is to ensure our culture, policies and practices include all learners. We believe that educational inclusion is about equitable opportunities for all.

The special educational needs and disability code of practice: 0 to 25 years (1st September 2014) states:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training'

DEFINITIONS

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. **Children have a learning difficulty or disability if they:**

- have a significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.
- A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is taught is different from a language (or form of language) which is or has been spoken at home.
- Special educational provision, for a child means educational provision that is ‘additional to, or different from’, that made generally for others of the same age in mainstream schools.

Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- › Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils 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 co-ordinators (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 pupils 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 governance guide for maintained schools which sets out governors’ responsibilities for pupils with SEND
- › The School Admissions Code, which sets out the school’s obligation to admit all pupils 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

OBJECTIVES

The objectives of this policy are to meet the individual needs of all SEND children in our care by:

- Promoting a child-centred process, taking into account the views of the child.
- Ensuring that children with SEND are offered a broad, balanced, relevant curriculum, (the National Curriculum), that is appropriately delivered and resourced so that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Developing a close partnership with Parents/Carers, involving them at every stage in supporting their child’s education.
- Encouraging effective involvement by external agencies

Partnership with Parents/Carers

Partnership between the school, Parents/Carers, the SEND child and external agencies is central to our thinking. We strongly believe there are huge benefits gained by a child knowing that Parents/Carers and teachers are working together, not in isolation. As a school, we seek to support parents and children by ensuring consistency of approach; this is only possible by communicating clearly with parents. We also seek the views of the child when creating SAP or GAPS to support children with SEND, in order that we can support them with provision.

Our aim is to develop close links with all parents through:

- Welcoming Parents/Carers into school
- Regularly informing Parents/Carers of developments or changes
- Making our intentions clear
- Sharing and valuing the Parents'/Carers' point of view
- Giving Parents/Carers the opportunity to bring somebody with them to meetings, to provide them with support if needed
- Providing a private place for Parents/Carers to talk
- Holding regular Parents'/Carers' Evenings (including extra meetings for parents of SEND children if necessary and required)
- Giving notice of review dates in line with the Code of Practice for SEND
- Supporting parents in accessing external support services
- Running Parent/Carers Workshops led by outside speakers.

Admission Arrangements

We aim to admit all children within the school's catchment area. Access and all appropriate facilities for disabled pupils, including wheelchair access, are provided at the school.

Integration

All children on the SEND register work in mainstream classes. Through careful planning and resourcing, access to the curriculum is adapted according to individual needs. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

ROLES & RESPONSIBILITIES

The Role of the SENCo

The SENCo is Lorraine Shaw. She works closely with all staff, the Headteacher, the Governing Board, parents and outside agencies ensuring the best possible provision for children with special educational needs and in determining the strategic development of SEND policy and provision in the school.

Our SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Helping to identify children with special educational needs, assessing and planning for progress
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support and liaising with and advising other members of staff
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Maintaining the school's special needs register and ensuring that the school keeps the records for all children with SEND up to date
- Writing and updating the SEND Local Offer and the SEND Policy on an annual basis
- Ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a child and their Parents/Carers are informed about options and a smooth transition is planned
- Being a key point of contact with external agencies, especially the local authority and its support services
- Working with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Regularly liaising with the Inclusion Governor and reporting to the Governing Board on a regular basis.

The Role of the Headteacher

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The Role of the Inclusion/SEND Governor

The Inclusion/SEND Governor acts as a direct point of contact between the staff and Governing Board, to support and challenge the SENCo and school leaders in developing and implementing a strategy to effectively support children with SEND.

The Link Governor will also help to monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

The governing board is responsible for making sure the following duties are carried out, (the duties can be delegated to a committee or an individual):

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Ensure that Parent/Carers are informed when the school is making special educational provision for their child.
- Ensure that an annual report for Parents/Carers on their child's progress is provided

The Role of Class Teachers and Teaching Assistants

The Special educational needs and disability code of practice: 0 to 25 years (2014) states that:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated [adapted] for individual pupils, is the first step in responding to pupils who have or may have SEN.'

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for individual needs. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach (Assess, Plan Do, Review (see below) through a 'Record of Concern')
- Creating a Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP) and review termly with the child (if appropriate), and parents
- 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 consider 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 and the SEND information report
- Communicating with Parents/Carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the Parents'/Carers' concerns and agree their aspirations for the pupil

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current 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.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slower than expected progress, they will target the pupil's difficulties with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Those children not achieving age-related expectations or making slower than expected progress will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered on an individual basis.

When deciding whether the pupil needs special educational provision, 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/Carers. 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and Parents/Carers

The school will put the pupil and their Parents/Carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their Parents/Carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the Parents/Carers have
- 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/Carers. We will formally notify Parents/Carers if it is decided that a pupil will receive special educational provision.

Pupils with SEND will be actively involved in decision-making appropriate to their age and understanding, through regular one-to-one reviews, use of visual tools where applicable, and pupil voice questionnaires.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action 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 pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their Parents/Carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the Parents/Carers and the pupil, the 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.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our system.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. 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 pupil'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 pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the Parents/Carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their Parents/Carers.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, 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 LA (from high-level needs funding).

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

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their Parents/Carers

Attendance

Pupils with SEND may face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Staff are trained to recognise that children with SEND may be more vulnerable to safeguarding risks, including bullying, abuse, and exploitation. This policy works in tandem with the school's Safeguarding and Child Protection policy to ensure early identification of concerns and timely interventions. Regular DSL-SENCo liaison meetings take place to review concerns and risk factors for SEND pupils

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it may not be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- The Cognition and Learning Team, Autism Advisory Service and Therapeutic Thinking Support Team based at West Berkshire
- Berkshire Sensory Consortium Service
- Specialist Inclusion Support Service
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

The SENCo will work closely with the Designated Safeguarding Lead to consider Early Help assessments where additional support is needed but a statutory intervention is not yet appropriate.

MONITORING & EVALUATION

The SENCo will monitor SEND SAP documents termly. The implementation of the school's SEND policy is monitored by the SENCo and Headteacher throughout the year, this may be conducted through:

- Observation in classrooms and learning walks
- Working alongside class teachers
- Assisting with the writing of SAP
- Reviewing children's records and assessment information
- Discussion between the Inclusion Manager and staff
- Regular updating of the SEND register
- Feedback from Parents/Carers and the child
- Tracking of data
- Monitoring and assessing a pupil's SAP and the delivery and differentiation of teaching and learning activities.

This policy is reviewed by the Governing Board annually.

Links to other policies

This policy can be read in conjunction with the following policies:

- Accessibility Plan
- Equality Policy and Objectives
- Complaints Policy

- SEND Local Offer

Complaints Procedure

For complaints or concerns about a child's SEND provision, the child's Parents/Carers should initially contact the class teacher and/or SENCo to discuss the issue. If this does not end in resolution, the Parents/Carers should speak to the Headteacher to discuss the matter further. If this action doesn't resolve the matter then Parents/Carers should make a formal complaint, following the school's Complaints Policy (available on our school website).

Matters concerning decisions made by the Local Authority (LA) - for example decisions around the granting of an Education, Health and Care Plan - will be referred to the West Berkshire SEND department.